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Elaborate description of overall organization and administration of univer ity with subsections on organization and administration of each of the university's 11 schools and colleges and of staff services. Descriptions are followed by recommendations.

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Section 9

Organization and Administration

This Study was not designed to give major attention to the organization and administration of the University. The aim was to concentrate rather on the future development of the University in terms of how it might meet the problems of expanding enrollment and how it could maintain and further develop the quality of teaching and research. President Aderhold asked, however, that at least some attention be given to overall organization and administration. It is obvious, too, that expansion of enrollment and maintenance and improvement of quality are to some extent related to organization and administration.

This section deals first with certain aspects of the overall organization and administration of the University. Subsequent subsections are concerned with the organization and administration of each of the eleven schools and colleges and the organization and administration of staff services.

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Subsection A

Overall Organization and Administration

This subsection deals with the overall organization and administration of the University under the following headings:

1. Office of the President
2. Organization for Business and Financial Operations
3. Organization of the Office of Dean of Faculties
4. Organization of the Division of Student Affairs
5. Organizational Status of the Registrar and Director of Admissions
6. Organization of the Libraries
7. Organization for Public Relations
8. Use of the Title "Director"
9. Organization of the Administrative Council
10. Communications
11. Faculty Participation in Educational Policy Formulation

Some overall organizational and administrative matters are dealt with elsewhere in this report. Specifically, the organization and administration of research is dealt with in Section 7 (Research) and certain aspects of the organization of service programs are discussed in Section 8 (Educational Service Programs).

Chart 1 on the following page presents the administrative organization of the University of Georgia.

1. Office of the President

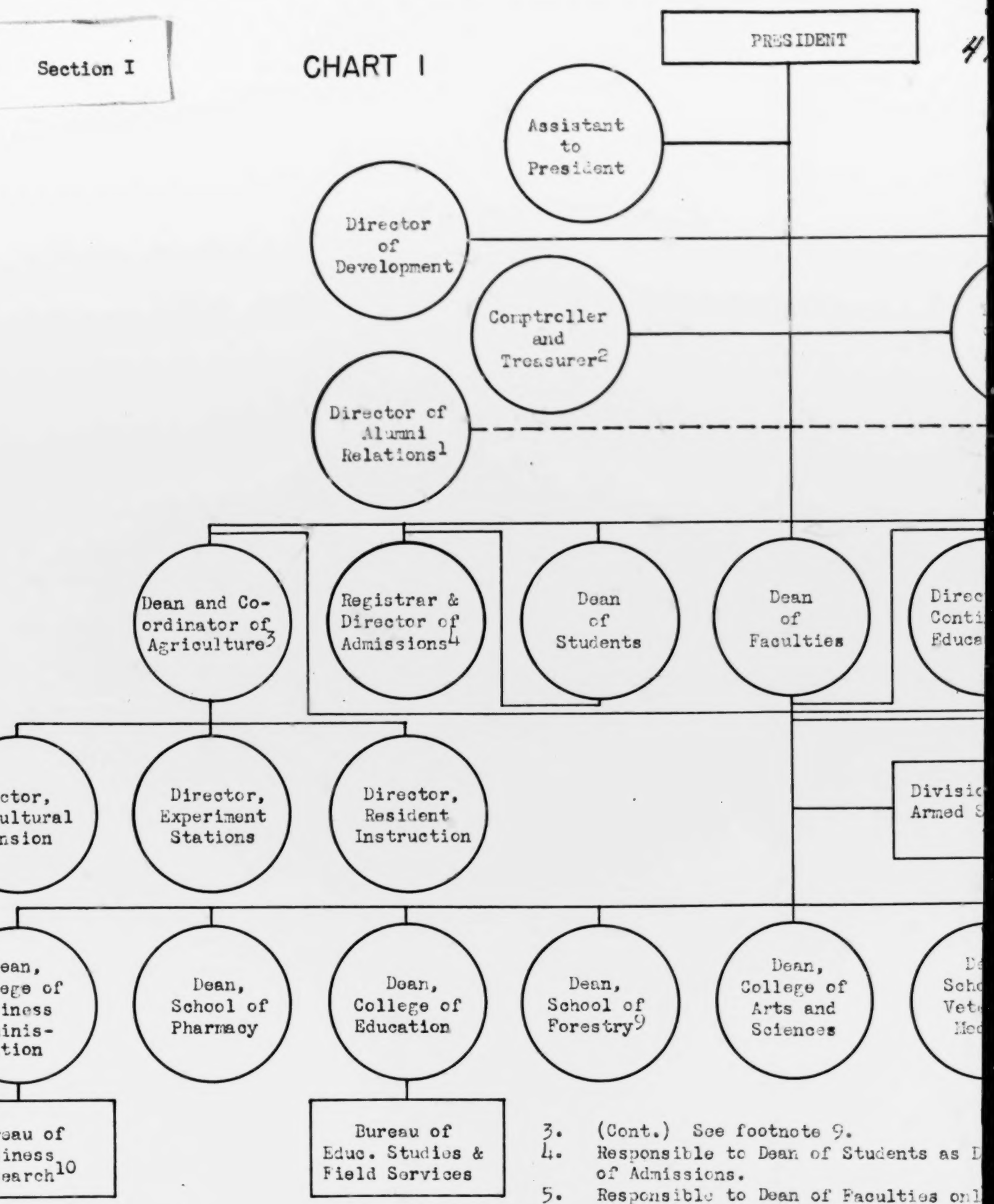
FINDINGS

a. The President has a large number of direct supervisory relationships.

(1) It can be seen from Chart 1 that nine administrative officers report directly to the President: Dean of Faculties; Comptroller

Section I

CHART I



1. Close liaison relationship. Director appointed by and responsible to Board of Managers of Alumni Association.
2. President is ex officio Chairman of Board of Athletic Association; University Treasurer is ex officio Treasurer of the Association.
3. Responsible to Dean of Faculties only for resident instruction and professional personnel.
3. (Cont.) See footnote 9.
4. Responsible to Dean of Students as D of Admissions.
5. Responsible to Dean of Faculties onl credit course instruction and acadom sonnel.
6. Responsible to President as Director search; to Dean of Faculties as Dean Graduate School.
7. Responsible to Dean of Faculties onl professional personnel.
8. Appointment and budgetary control by

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ADMINISTRATIVE ORGANIZATION OF THE UNIVERSITY OF GEORGIA

Section 2

PRESIDENT

Director of Institutional Research

Director of Public Relations

Director of Intercollegiate Athletics[2]

Dean of Faculties

Director of Continuing Education[5]

Dean of Graduate School and Director of Research[6]

Director of Libraries[7]

Division of the Armed Services

Director, Univ. of Ga. Press[8]

Director, Georgia Museum of Art[8]

Editor, Georgia Review[8]

Dean, College of Arts and Sciences

Dean, School of Veterinary Medicine[9]

Dean, School of Journalism

Dean, School of Home Economics[9]

Dean, School of Law

University Printing Department[11]

Institute of Law and Government

proposed position

partial responsibility or close relationship

(Cont.) See footnote 9.
esponsible to Dean of Students as Director f Admissions.
esponsible to Dean of Faculties only for redit course instruction and academic personnel.
esponsible to President as Director of Research; to Dean of Faculties as Dean of the raduate School.
esponsible to Dean of Faculties only for rofessional personnel.
ppointment and budgetary control by President. esponsible also to an independent Board

9. Agricultural Research and Extension Activities in this field coordinated with teaching through Dean & Coordinator of Agriculture.
10. Funds for this Bureau budgeted by the University Director of Research.
11. Jointly administered by Comptroller as auxiliary enterprise.

1957

and Treasurer; Dean of Students (serving also as Director of Development); Dean of the Graduate School and Director of Research (as Director of Research); Dean and Coordinator of Agriculture (on Agricultural Extension and Agricultural Experiment Stations); Director of Continuing Education; Registrar; Director of Public Relations; and Director of Libraries.

(2) Two other major officers maintain close direct relationships with the President: the Director of Intercollegiate Athletics; and the Director of Alumni Relations.

(3) He also exercises partial direct administrative supervision over the Director of the University of Georgia Press, the Editor of the Georgia Review, and the Director of the Georgia Museum of Art.

(4) The President actually maintains close relationships with each of the deans of the schools and colleges, although they report directly to the Dean of Faculties on all instructional matters and on professional personnel.

(5) It is traditional at the University of Georgia for the President to maintain an "open door" for any faculty or staff member who wishes to see him, and many of them, particularly department heads, frequently avail themselves of this opportunity.

b. Under present arrangements, the presidency of the University of Georgia is an arduous job. The list of duties and responsibilities which follows is not complete, but it gives some idea of the nature and scope of the position. The President's duties include:

(1) Discharge of the executive and administrative responsibilities of the office.

(a) Conduct of the supervisory relationships detailed in a. above

(b) Decision on all major policy and administrative matters

(c) Formulation of general policies for the institution

(d) Planning for future development

(e) Reporting and recommending to the Chancellor and Board of Regents

(f) Carrying on an extremely heavy correspondence

(2) Maintenance of a host of relationships, including those with the following:

(a) Students

(b) Faculty

(c) Alumni

(d) Governmental officials

(e) Media of mass communication

(f) Public school leaders and officials

(g) Other colleges

(h) Business interests

(i) Foundations

(j) Organizations of educational officials and institutions

(k) A large number of other organizations

(3) Securing funds, grants, and gifts from foundations and other private sources.

(4) Participation each year in a large number of meetings of national and regional organizations of educational officials to keep abreast of developments in other institutions. This includes time-consuming service on study committees of these organizations.

(5) Travel to all parts of the state and nation to discharge the responsibilities of the office. Seldom can he spend an unbroken week on the campus.

(6) Making innumerable speeches on all kinds of occasions to all sorts of groups.

(7) Performance of multitudinous social and ceremonial duties as head of the institution.

(a) Giving or attending receptions for parents, students, faculty, alumni, etc.

(b) Entertaining distinguished visitors

(c) Welcoming organizations meeting on the campus

(d) Making awards, presentations, etc.

c. The President has limited staff assistance for the job he has to do. He has one full-time assistant, and the office has two secretaries to serve the President and his assistant.

d. The office is not conducting full-scale, intensive, continuous research on policy matters and the administrative organization and practices of the University.

(1) Research on policy and operations could do much to assist the President in reaching decisions, formulating policies, and making plans for the future of the institution.

(2) At present, much of the policy and operational research for the institution as a whole is performed outside the Office of the President

(a) The President has shown great skill in using faculty and administrative personnel scattered throughout the University to perform staff research for his office.

(b) This has the advantage of giving the President a means of better assessing the talents of a variety of faculty and staff personnel. It also utilizes highly skilled research talents.

(c) It is probable, however, that the same advantages could be realized through a staff officer located in the Office of the

President, acting for him to farm out policy and operational research matters to these various agencies and persons.

(d) The present system results in a lack of continuity and uniformity in staff research for the Office of the President.

e. The function of development is being performed as an additional duty by a major administrative officer outside the Office of the President, and is limited largely to physical development.

(1) The University has done an excellent job of planning for its physical development.

(2) This physical development function formerly was performed by the Assistant to the President. When this officer became Dean of Students, he continued to perform these duties. This places a heavy burden on this administrative officer.

(3) While it has been necessary in planning physical development to plan also, to some extent, for program and faculty development, there is a need to expand the scope of development at the University to embrace more fully program development as well as physical development, to carry on continuous, long-range planning so that the University can most economically and efficiently meet the developing needs of the stat

RECOMMENDATIONS

I. That a thorough study be made of the general administrative structure of the University with a view to reorganizing it to reduce the number of persons reporting directly to the President while at the same time providing him with adequate staff assistance.

A. Such a reorganization will become increasingly important as the institution increases in size and scope of operations.

B. It seems probable that such a study would reveal the need for several vice-presidents.

C. Some of the recommendations which follow are designed to improve the present administrative structure, but it was not possible within the time limits of this study to make the thorough and detailed analysis required to make recommendations for a general reorganization of the administrative structure.

II. That the position of Director of Institutional Research be created in the Office of the President.

A. An executive with the responsibilities of the President of the Universi of Georgia must have extensive policy and operational research going on in his office to assist him in reaching decisions, formulating policies, and making plans for the future of the institution.

B. The present Assistant to the President relieves him of a great many detailed administrative matters, but it is beyond the capacity of one assistant to perform both these important relief functions and the policy and operational research which should be carried on in the Office of the President. There is a clear need for a Director of Institutional Research who could devote full time to these duties.

III. That the position of Director of Development in the Office of the President be filled with a full-time person to conduct broad-scale, continuous planning for the future development of the University, to include physical development, program development, and administrative planning. This officer should also exercise general staff supervision over development. He might also coordinate activities directed toward securing grants and bequests.

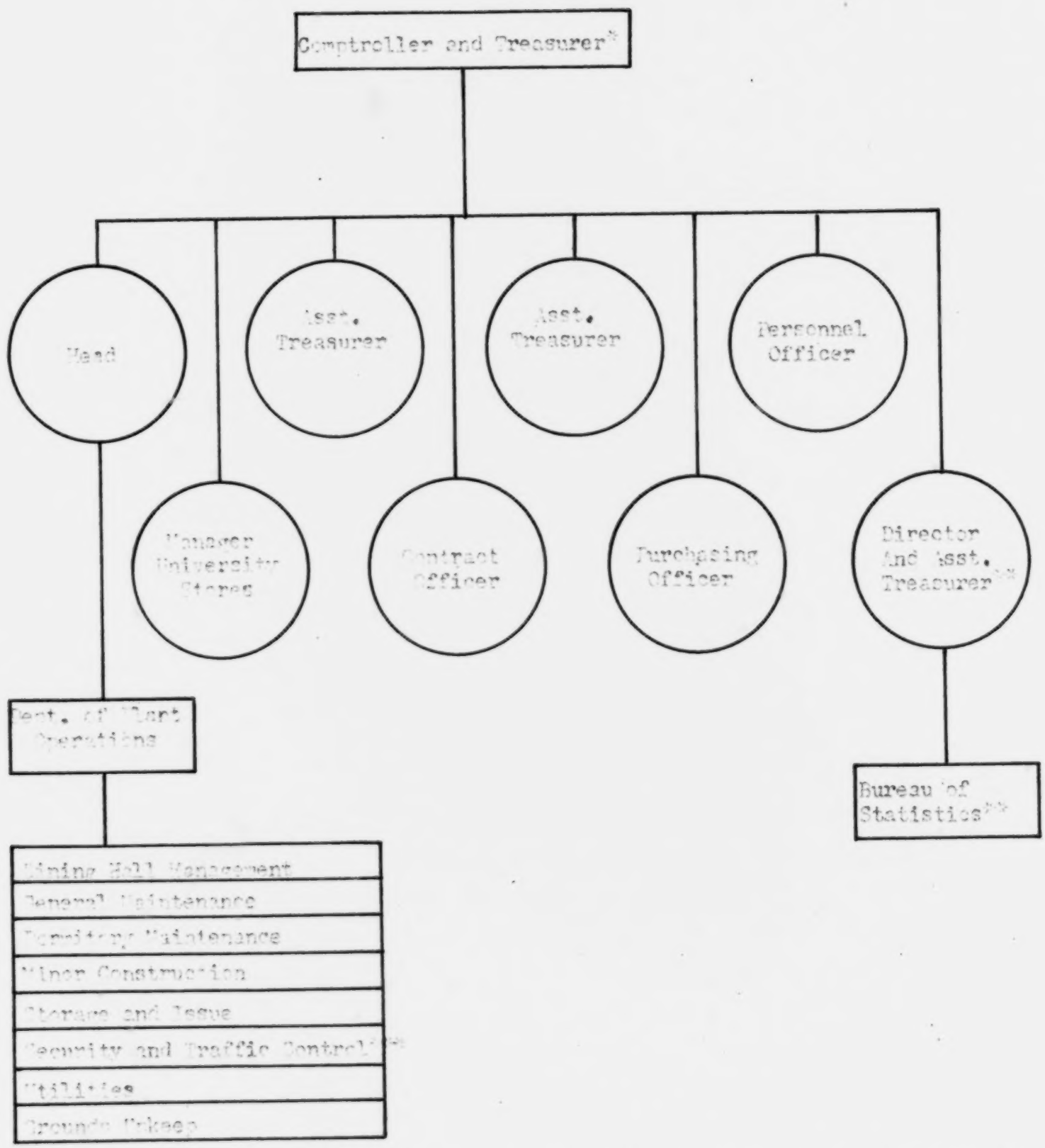
2. Organization for Business and Financial Operations

FINDINGS

a. The organization for business and financial operations is depicted in Chart 2 on the following page. This Chart shows that the University conforms to good administrative practice in having concentrated all business and financial

CHART 2

ORGANIZATION FOR
BUSINESS AND FINANCIAL OPERATIONS



* Treasurer of the University. He is ex officio Treasurer of the University of Georgia Athletic Association. The Comptroller and Treasurer also jointly administers the University Printing Department (as an auxiliary enterprise) with the Dean of the School of Journalism. This School utilizes it as a teaching laboratory.

** Responsible to both the Comptroller and the Registrar.

*** Traffic Control jointly with Director of Student Activities. 1958

operations under the direction of one officer with the title Comptroller and Treasurer.

b. The Department of Plant Operations, administered by a department head responsible to the Comptroller, performs a number of functions including plant operations and maintenance, student dining hall operations, minor construction, security and traffic control, and grounds upkeep.

c. All other administrative functions and business operations for which the Comptroller is responsible are performed by individual staff members working directly under the Comptroller. These include accounting, budgeting and budget administration, purchasing, receipt of funds, disbursements, funds management, non-academic personnel services, financial personnel services for academic and professional personnel, insurance and depository functions, and auxiliary enterprises.

d. Some important changes were made in the University's organization for business and financial operations during the course of this Study. These changes are reflected in Chart 2. A Personnel Officer was employed to render personnel services for non-professional employees. A Contract Officer was employed. A Purchasing Officer was employed to assume the purchasing functions previously performed by the Department of Plant Operations. These changes were the direct result of recommendations made by this Study, which were implemented prior to the final drafting of this section of the report.

e. There appears to be a need for still further study and probably additional changes in the University's organization for business and financial operations. It might be advisable to make assistant comptrollers or treasurers responsible for groups of major functions, to reduce the number of persons reporting directly to the Comptroller and Treasurer; or, there might be an associate or deputy comptroller to aid the Comptroller

and Treasurer in maintaining more effective supervision over the multiple administrative officers reporting directly to him.

RECOMMENDATIONS

IV. That a continuing study be made of the functions performed under the direction of the Comptroller and Treasurer to determine how they can best be organized for maximum effectiveness of performance. Funds should be made available to bring in consultative assistance for this study.

3. Organization of the Office of Dean of Faculties

FINDINGS

a. This office has a small staff.

(1) One part-time Assistant to the Dean (2/3 time)

(2) One full-time and one part-time secretary

b. The office is not able to maintain the kinds of records and the data on faculty personnel and on instructional programs which are needed for careful evaluation and faculty development.

(1) The Dean and his assistant spend a good portion of their time in compiling such data.

(2) Time spent in these compilational activities handicaps performance of more important functions of the office such as positive leadership of the faculty, coordination and integration of instruction, stimulation of the work of faculty committees, etc.

(As a result of these findings of the Study and the recommendation which follows, steps had been taken prior to the final drafting of this section of the report to overcome some of these deficiencies in the Office of the Dean of Faculties. A sub-professional position had been established for a person with competence in statistical analysis, and this position had been filled. The Office of the

Dean of Faculties was also making plans to establish a more adequate system of personnel records for faculty and professional staff members.)

RECOMMENDATIONS

V. That an additional part-time assistant to the Dean of Faculties be authorized. This officer would perform the following functions:

A. Maintain complete personnel records on all faculty and professional staff members.

B. Compile comprehensive analytical data on faculty and staff members and prepare analyses of these data.

C. Compile comprehensive analytical data on instructional programs and prepare analyses of these data.

4. Organization of the Division of Student Affairs

FINDINGS

a. The general organizational structure of this division seems to be satisfactory.

(1) Most authorities feel that all non-academic student activities should be under the direction of a single administrative officer with some such title as Dean of Students.

(2) Chart 3 on the following page shows that the University conforms rather well with this principle.

(a) Nearly all personnel conducting non-academic student activities are located in the Division of Student Affairs and function under the supervision of the Dean of Students.

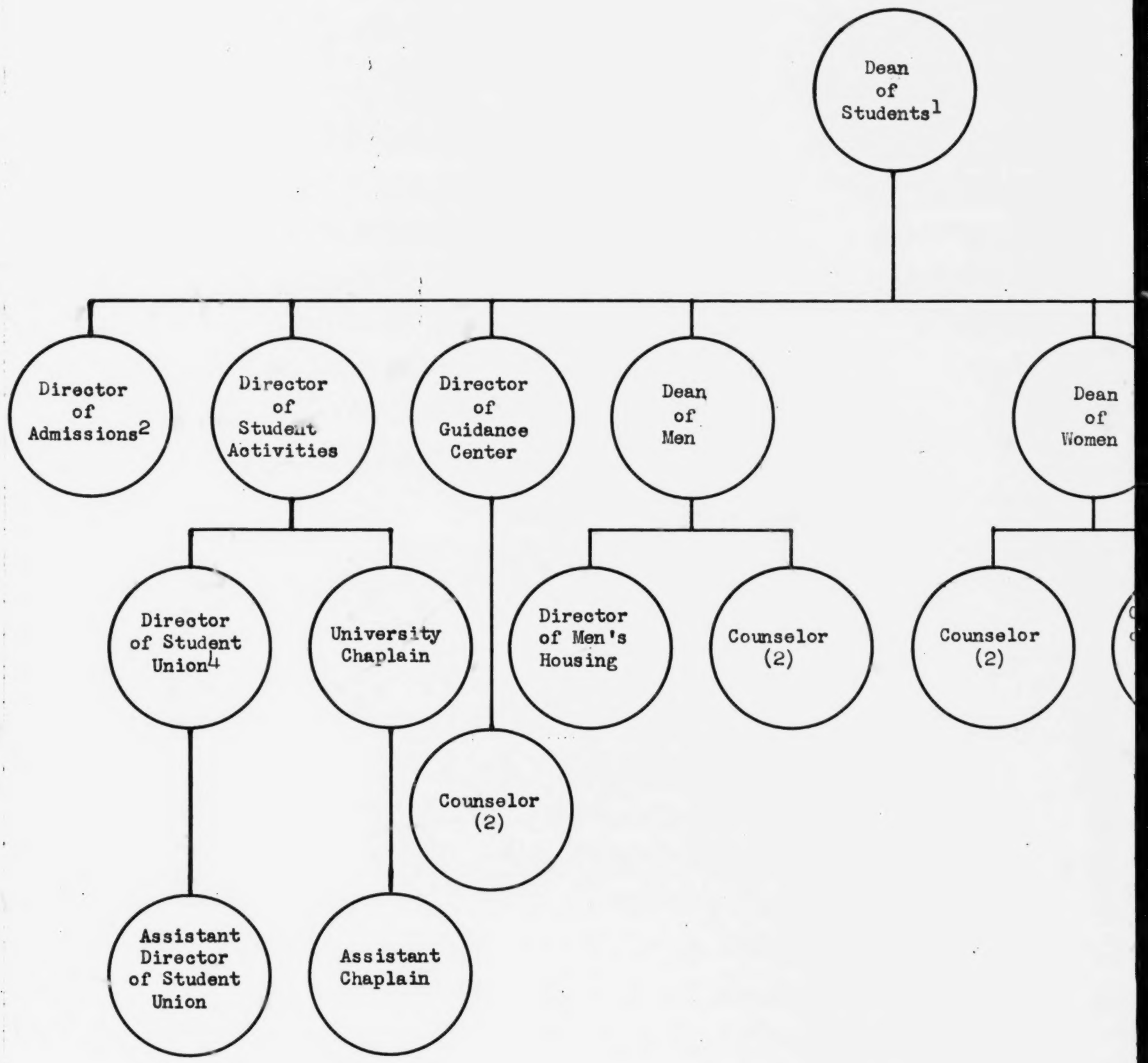
(b) Exceptions are as follows:

1. The Registrar - see 5. below

2. Personnel conducting intramural athletics

Section I

CHART 3



1. Also Director of Veterans Affairs.
2. Director of Admissions also holds position of Registrar. As Registrar, he reports directly to the President.
3. Proposed position. Chairman of Division of Health and Physical Education in College of Education would be ex officio Coordinator of Intramural Athletics.
4. Also Assist
5. A practicin campus one

( ) proposed po

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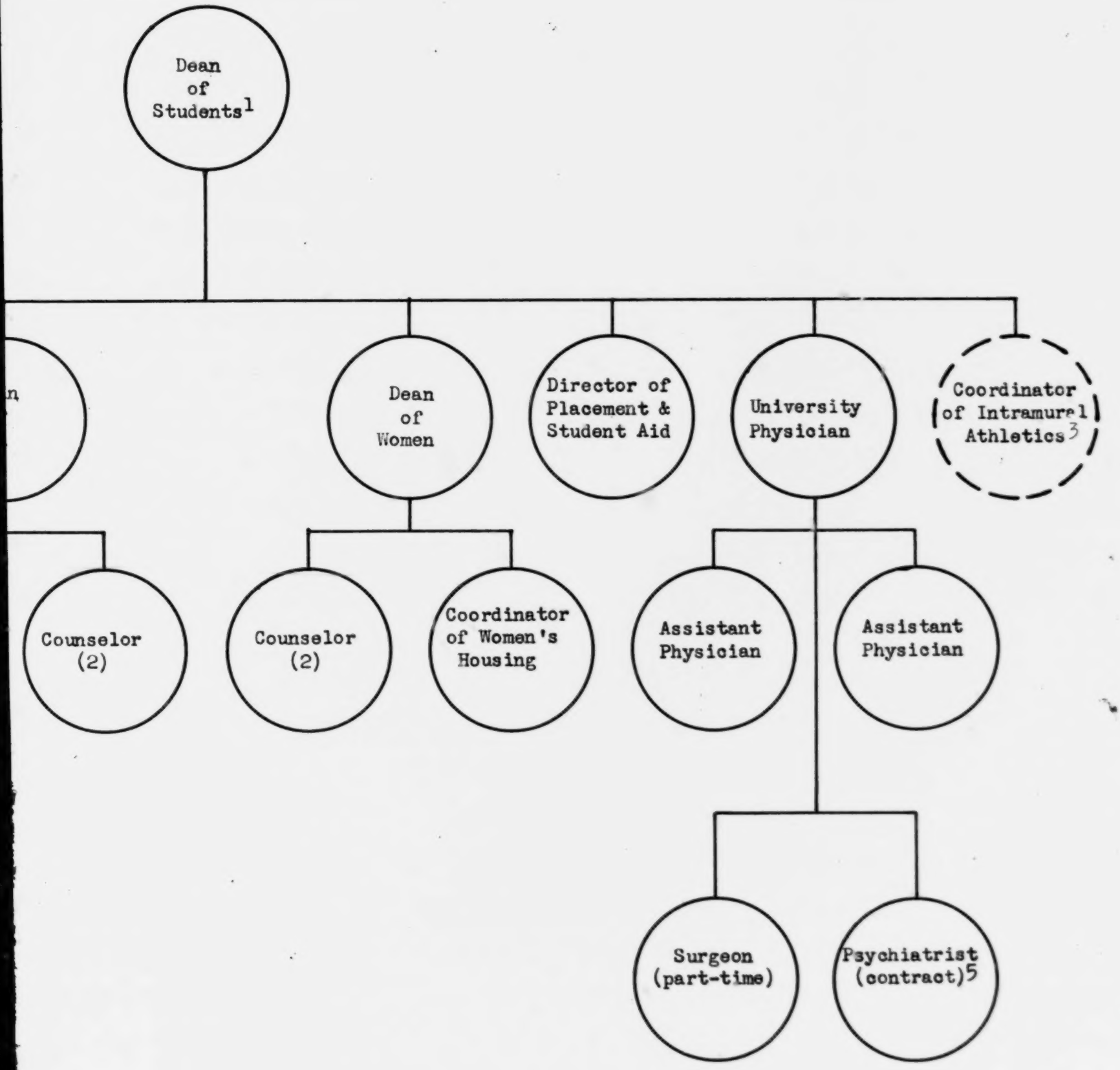
Section 2

ORGANIZATION OF THE DIVISION OF STUDENT AFFAIRS



gistrar.
nt.
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4. Also Assistant Director of Student Activities.
5. A practicing Atlanta psychiatrist who visits the campus one day per month and on call for emergencies.

( ) proposed position

1957

a. The intramural athletic program is planned and conducted wholly outside the Division of Student Affairs by the Division of Health and Physical Education of the College of Education. The Dean of Student Affairs has no voice in this broad program of non-academic student activities, except for the allocation of funds from the Student Activities Account to provide equipment and supplies needed in the program.

b. There appears to be an excellent program of intramural athletics at the University, but there are evidences of need of a closer coordination between this program and other non-academic student activities carried on by the Division of Student Affairs.

c. Faculty members of the Division of Health and Physical Education do not receive formal credit toward their required teaching load for time spent in intramural athletics. This means that time spent in the intramural program is treated as a sort of extra-curricular activity, which the faculty member must perform as an overload. In practice, it appeared that teaching loads were informally adjusted to account for time spent in the intramural activities.

3. Dormitory housemothers

a. Housemothers for the dormitories are employed by the Department of Plant Operations in the Comptroller's Office and are budgeted wholly in that Department. The Division of Student Affairs must concur, however,

on appointments of these housemothers. In practice, the Division of Student Affairs often recruits housemothers for consideration by the Department of Plant Operations.

b. These housemothers function largely as housekeepers, but they are charged with certain responsibilities for student conduct. There is little question that they also function informally as student counselors although most of them are not trained in this area.

c. Housemothers are primarily responsible to the Department of Plant Operations, but the Division of Student Affairs exercises supervision over their activities in connection with student conduct. Employment of a housemother is terminated at any time that the Dean of Students so recommends.

b. There is a lack of formal coordination between academic counseling and personal counseling.

(1) Academic counseling is, of course, the responsibility of the various schools and colleges, while personal counseling is primarily the responsibility of the Division of Student Affairs. Needless to say, the two are closely related and can hardly be separated.

(2) The loose, informal coordination which exists between academic and personal counseling at the University of Georgia is hardly adequate in an institution of this size to assure that the student receives the counseling assistance that he needs.

c. The Division of Student Affairs has personnel shortages which make it difficult for it to discharge properly its responsibilities for the welfare and development of students attending the University. Some of these

shortages are as follows:

(1) Personal counseling

(a) There is one full-time counselor for freshmen men, one for freshmen women, and one for upper-class women. (Provisions have been made to employ a full-time counselor for upper-class men during 1957.) Of course, the Dean of Men and the Dean of Women also carry on some counseling, both in disciplinary actions and otherwise. The University Chaplain also performs counseling, particularly on religious matters, and various other members of the Student Affairs Division perform counseling in conjunction with other activities.

(b) The absence of trained counselors in most dormitory areas makes it difficult, or at least inconvenient, for students to obtain the kind of counseling on personal problems which they need. The University is not fully meeting its responsibility to develop the total personality of the student rather than just his intellect.

(2) Admissions counseling

(a) The Guidance Center in the Division of Student Affairs conducts some admissions counseling.

(b) Much of the admissions counseling, however, is performed by personnel in the Admissions Office who have had no professional training in counseling.

(3) Health services

(a) There are some shortages of nursing personnel and of medical technologists in the Infirmary.

(b) Psychiatric services are quite limited.

1. The University Psychological Clinic in the Department of Psychology, wo: s extensively with students who have psychic dii iculties, but this clinic is not capable of rendering psychiatric services.

2. An Atlanta psychiatrist is under contract to visit the campus one day each month. To a limited extent he is also available on call for emergency cases.

3. Students are referred to this psychiatrist by the University Psychological Clinic and the University Psysician.

4. Services which can be rendered by this psychiatrist on these few brief visits each year are quite limited.

RECOMMENDATIONS

VI-a. That there be closer coordination between the program of intramural athletics and other student activities conducted by the Division of Student Affairs.

A. The Chairman of the Division of Health and Physical Education should become ex officio Coordinator of Intramural Athletics on the staff of the Division of Student Affairs. Being a staff member of the Division of Student Affairs should promote closer relationships with other staff members responsible for non-academic student activities. His salary, however, should continue to be budgeted wholly in the College of Education.

B. As a staff member of the Division of Student Affairs, the Coordinator of Intramural Athletics would secure the approval of the Dean of Students in planning and conducting the program of intramural athletics, assuring close coordination with other student activities.

VI-b. That teaching-load credit be given for time spent by Health and Physical Education faculty members in intramural athletic activities.

A. This would remove the possibility of Health and Physical Education faculty members participating in intramural athletic activities only as time permitted after discharging their credit-teaching responsibilities.

B. Time credited toward the teaching load might be on the same basis as that given for conducting laboratory instruction in other subjects.

VII. That the responsibilities of housemothers for student conduct and counseling activities receive greater emphasis.

A. Housemothers should be budgeted in the Division of Student Affairs.

1. They should continue to be responsible for housekeeping functions to the Department of Plant Operations, but their prime responsibility should be to the Division of Student Affairs for student conduct and counseling activities.

2. Concurrence of the Department of Plant Operations should be required for their employment, and termination should be effected in any case where the Department of Plant Operations so recommends.

B. Housemothers should be chosen primarily on the basis of their counseling abilities. This does not mean that they need necessarily have had professional training in counseling, but they should have a background and personality which equip them to function effectively as dormitory counselors.

C. The Division of Student Affairs should conduct continuous counseling training for all housemothers, with specialized, intensive training for new housemothers with no professional training in counseling.

VIII. That the Dean of Students establish an Advisory Committee on Counseling to effect better liaison and coordination between academic and personal counseling.

A. Composition of the Committee should be as follows:

1. The person in each school or college with prime responsibility for academic counseling (in some cases the dean himself; in all cases the person designated by the dean).

2. The Dean of Men, the Dean of Women, all full-time personal counselors in the Division of Student Affairs, and such other personnel of the Division as the Dean of Students might designate.

3. Specialists in counseling from other units of the University (for example, the Director of the Psychological Clinic), to be designated by the Dean of Students.

B. The Dean of Students should serve as ex officio chairman of the Committee.

C. The Committee should establish policies and procedures to secure more effective liaison and coordination between personal and academic counseling.

IX. That enough professionally trained personal counselors be employed to make this counseling readily available and convenient to every student.

A. Where feasible these counselors should live in dormitory areas.

B. To the extent practicable, there should be an apartment in each dormitory equipped to house a married faculty member and his wife. Supplemental personal counseling would be done by faculty members living in these apartments.

X. That a professionally trained counselor be employed to concentrate full time on admissions counseling.

A. The importance of the admissions function demands well-trained personnel.

B. The economies which can be effected and the up-grading of the student body which can be accomplished by careful administration of admissions and intensive testing and counseling of students with a poor potential for successful college work fully justifies the high caliber personnel recommended.

XI. That a position be established in the Division of Student Affairs for the coordination of all pre-admissions activities (recruitment of superior students, College Days, pre-admission counseling, on-campus pre-admission counseling clinics, etc.).

A. The administrative official occupying this position might carry the title "Coordinator of Pre-Admissions."

B. The position might be filled on a part-time basis by a teaching faculty member.

C. This administrative official should work closely with the faculty and staff committee on recruitment of superior students, if it is established (see Section 6, Recommendation XXIII, p. 291).

XII. That additional personnel be employed to render a higher level of health services to students.

A. The University should work cooperatively with other agencies in the Athens area to secure a resident psychiatrist for the community.

1. There should be some expansion in the psychiatric services rendered to students at the University.

2. This does not mean that the University should attempt to render prolonged or extensive psychiatric treatment to students. It does mean the provision of minimum psychiatric counsel and assistance.

B. The Infirmary should have additional nursing personnel and medical technologists.

5. Organizational Status of the Registrar and Director of Admissions

FINDINGS

a. Under present arrangements, this officer is responsible to the President as Registrar and to the Dean of Students as Director of Admissions.

(1) Investigations in this Study confirm the soundness of having these two positions held by one administrative officer.

(2) The dual responsibility, however, produces problems which would not exist if this office were wholly under the Dean of Students.

b. Even if the Registrar were not directly under the President, he could continue to serve as Secretary of the General Faculty, of the proposed University Council, and of the Administrative Council, perhaps as a non-voting member in each case.

c. It might be noted that some universities similar to the University of Georgia have, in recent years placed the Registrar under the Dean of Students.

RECOMMENDATION

XIII. That the Office of Registrar and Director of Admissions be placed wholly under the Dean of Students.

6. Organization of the Libraries

FINDINGS

The University Statutes and proposed revisions make the Director of Libraries directly responsible to the President.

RECOMMENDATIONS

XIV. That the University Statutes be revised to make the Director of Libraries directly responsible to the Dean of Faculties.

XV. That an Instructional Aids Department be established under the

Director of Libraries and that it be headed by a specialist in audio-visual aids and staffed with necessary technical personnel to perform its functions. (See Section 4, Recommendation XXXIX, p. 127.)

7. Organization for Public Relations

FINDINGS

a. There has been a considerable expansion in the scope of public relations carried on by the University in recent years.

b. The Office of Public Relations has limited staff and financial resources for the size job it is undertaking. This is particularly true in view of the responsibilities it carries for internal communications at the University.

c. There is a lack of close coordination in the total public relations program of the University.

(1) Some schools, colleges, and divisions conduct more or less independent activities in public relations. The Public Relations Office encourages schools and colleges to carry on public relations activities, but it feels the need of being informed of these activities and of coordinating them with the total public relations program of the University.

(2) The Agricultural Extension Service maintains a separate organization to conduct informational services, which are closely related to public relations activities.

RECOMMENDATIONS

XVI. That additional personnel and financial resources be provided in the Office of Public Relations.

XVII. That there be a closer coordination of all public relations activities carried on by the University.

A. It is suggested that a Public Relations Council be established to include persons at the University responsible for conducting public relations.

1. By direction of the President, the Director of Public Relations is responsible for calling frequent meetings of major administrative officers concerned with public relations to plan and coordinate these activities for the University as a whole.

2. It is recommended that this planning and coordination be put on a more formal basis by the establishment of a Public Relations Council.

a. The Director of Public Relations should be ex officio chairman of this Council.

b. The Council should be composed of the Editor of the Agricultural Extension Service, the Publicity Director of the Athletic Association, the Director of Alumni Relations, and such other persons with major responsibilities for public relations as the President and the Director of Public Relations may designate.

c. This Council should establish general policies and procedures for the conduct of public relations by the University.

d. The Council should meet frequently to plan and coordinate public relations as a whole for the University.

B. Informational copies of all news releases issued by any person or agency in the University should be sent to the Office of Public Relations.

C. Careful consideration should be given to the feasibility of establishing a unified organization for public relations at the University.

1. This would not mean the diminution of any present program.

2. It should result in better programs for each area because of the pooling of resources and the support which persons in each area could give to the others.

XVIII. That an Advisory Committee on Public Relations be established to evaluate continuously and suggest means of improving the public relations program of the University.

A. This Committee should be composed of outstanding persons in the various mass communications media, largely outside the University.

B. It should function somewhat as a board of visitors, meeting periodically on the campus.

8. Use of the Title "Director"

FINDINGS

The title "Director" is used indiscriminately to designate officers of administration with widely disparate degrees of administrative responsibility. This title designates everything from the head of a small bureau to the executive of such large organizations as the Agricultural Extension Service and the Continuing Education Center.

RECOMMENDATION

XIX. That the title "Director" be reserved for positions of considerable administrative responsibility. New titles should be found for other positions now designated "Director."

9. Organization of the Administrative Council

FINDINGS

The Administrative Council, as presently constituted, is rather large to serve as an effective counseling body to the President on broad administrative matters. Chart 4 on the following page gives the composition of this Council.

Chart 4

The Administrative Council - University of Georgia

Chairman: President
Secretary: Registrar

Dean of Faculties
Dean of the Graduate School
Dean, School of Law
Dean, College of Arts and Sciences
Dean, School of Pharmacy
Dean, School of Journalism
Dean, College of Business Administration
Dean, College of Agriculture
    Director, Agricultural Extension
    Director, Experiment Stations
    Director, Resident Instruction
Dean, School of Home Economics
Dean, School of Veterinary Medicine
Dean, College of Education
Dean, School of Forestry
Dean of Students
    Dean of Men
    Dean of Women
Comptroller
Director of Continuing Education
Director of Libraries
3 FACULTY MEMBERS (elected by University Faculty)

TOTAL: 26 members*

* The Assistant to the President usually attends meetings of the Council, and the Director of Public Relations is often invited to attend.

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It consists of approximately 25 members. There is wide disparity among the members of the Council in terms of responsibilities of the positions which they hold. Five members of the Council are subordinates of superior administrative officers who serve on the Council.

RECOMMENDATION

XX. That careful consideration be given to reducing the size of the Administrative Council.

10. Communications

FINDINGS

There is a real need for better communications in the University:

a. between administrative officers and the faculty; and

b. among the schools, colleges, divisions, and departments, and among faculty members with common subject-matter interests.

It is recognized that communication is a perennial problem in universities the country over. There is every indication, too, that President Aderhold has been acutely aware of this problem and has worked hard to improve communications in the University. Nonetheless, it would appear that much more could be done.

a. Between administrative officers and the faculty

(1) The President seems to have made valiant efforts to improve communications between administrative officers and the faculty through widespread dissemination of his Annual Report, through careful and detailed reporting in general faculty meetings each quarter, and through innumerable talks to faculty organizations and groups. He has had an aggressive program of public relations, and, through the Public Relations Office, has done a commendable job of passing on general information to the faculty through a weekly news bulletin and a faculty

handbook. He has also instituted a limited program of orientation for new faculty members.

(2) The basic problem does not seem to be the flow of information from the President's office to the faculty so much as from subordinate administrative offices to the faculty.

(3) Looking on communications as a two-way process, there seems to be a lack of readily available means for faculty members to communicate their ideas and reactions to administrative officials.

(4) It seems probable that the root of the communications problem lies in the lack of effective faculty participation in determining educational policy. (See 11. below.)

b. Among schools, colleges, divisions, and departments, and among faculty members with common subject-matter interests

The Study has found a paucity of inter-departmental and inter-school institutes, seminars, committees, etc., to deal with common problems and to provide channels of communication as to what each is doing.

RECOMMENDATIONS

XXI. That positive action be taken to secure better communications between administrative officers and the faculty.

A. That administrative officers on all levels actively involve faculty members in evaluating and improving administrative policies and practices.

B. That a formal system be inaugurated to encourage faculty suggestions for improvement in administration. This might take the form of a committee to solicit and screen faculty suggestions on administration.

C. That a seminar be instituted in effective written and oral communications and that administrative officers be encouraged to participate in this seminar.

XXII. That the dean of each school and college be required to distribute to all of the schools and colleges periodic reports of major policy and administrative decisions, plans, programs, etc.

XXIII. That the Dean of Faculties and the deans of the schools and colleges institute positive and effective action to foster the creation of more interdepartmental and interschool institutes, seminars, committees, etc. Though these would be established primarily for other purposes, they could also be an important medium of communication between departments and schools and among faculty members with common subject-matter interests.

11. Faculty Participation in Educational Policy Formulation

FINDINGS

The organization of the faculties of the University of Georgia is presented in Chart 5 on the following page.

There is need for more effective faculty participation in educational policy formulation.

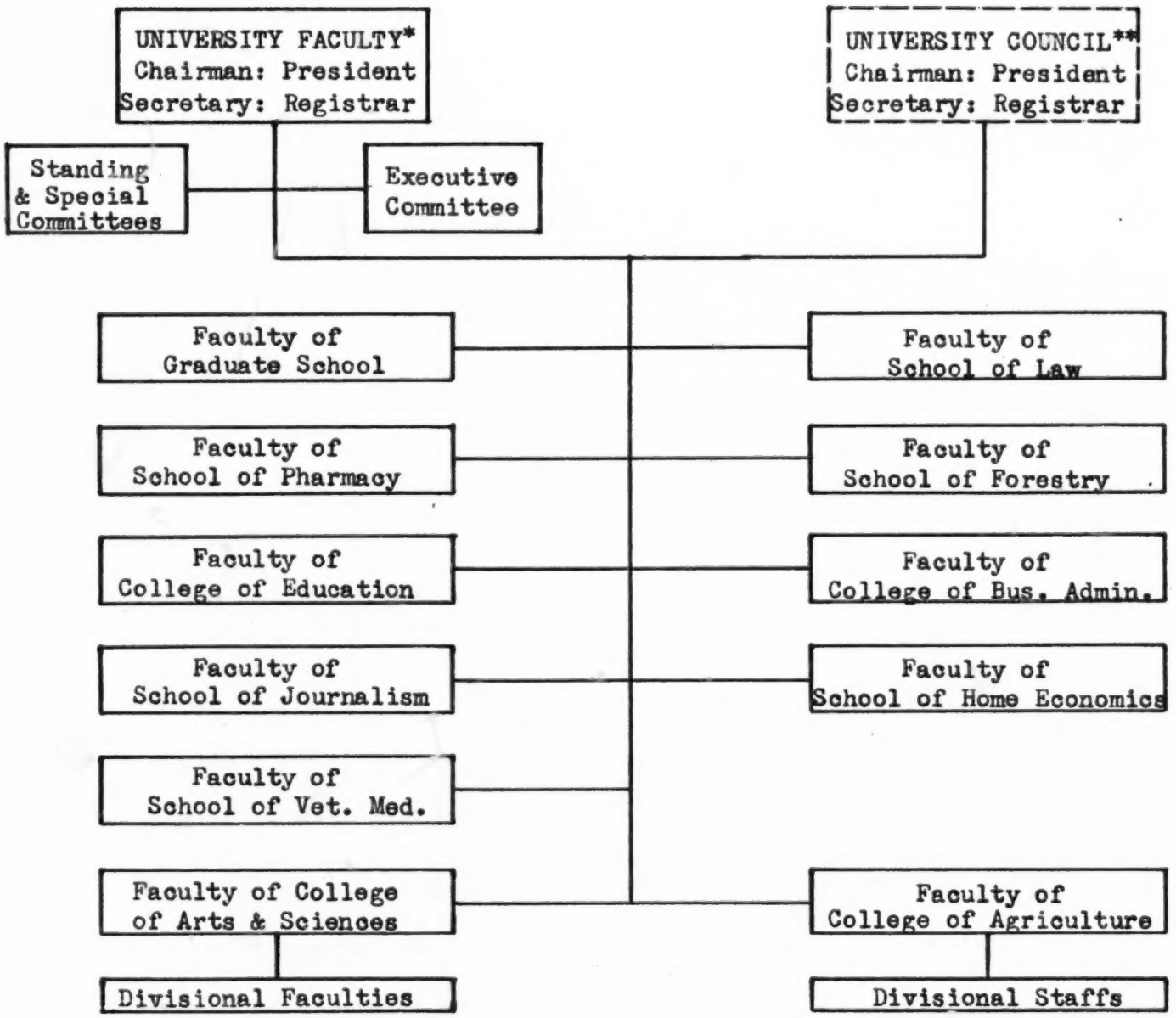
a. There is a tendency for the University to become more an administrative hierarchy and less the traditional corporate body of scholars. It might be noted that this tendency is manifest in many institutions in the United States.

(1) One-man decision making appeared to be the rule in some areas of the University. Needless to say, this is not a blanket cricicism. Some deans and department heads do involve faculty members to a large extent in the making of educational policy decisions.

(2) The teacher without administrative responsibilities seems to rate lower in prestige and status than comparable administrative officers. It was not feasible in this Study to make the extensive analyses that would be required to confirm this observation, but the feeling was widespread among faculty members that this was the case.

CHART 5

ORGANIZATION OF FACULTIES



* Includes: professors, associate professors, assistant professors, research associates, and instructors; Dean of Faculties; deans of eleven schools and colleges; Comptroller; Director of Libraries; Dean of Students; Dean of Men; Dean of Women; and Commandants of R.O.T.C. units. Proposed statutory revisions add: Director of Continuing Education; Director of Resident Instruction in Agriculture; Director of the Agricultural Experiment Stations; Director of the Agricultural Extension Service; Coordinator of the Division of Armed Services; and personnel with ranks comparable to instructor or higher in Continuing Education, the Agricultural Extension Service, and the Experiment Stations.

** Will be created if pending statutory revisions are adopted. Would assume all present functions and responsibilities of the University Faculty. Meetings of the University Faculty would be held only for purposes of discussion and communication. The proposed Council would be composed of ex officio administrative officials; elected members (on a proportionate basis) from the schools and colleges; and elected representatives of the Agricultural Extension Service and the Agricultural Experiment Stations. Total membership would be 80-100.

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b. For the most part, faculty advisory councils and committees are inactive and ineffective. As would be expected, there are notable exceptions.

c. Faculty representatives on the Administrative Council do not function as effectively as they might in representing the faculty point of view to the Council and in communicating Council activities to the faculty.

(1) The University Faculty elects three persons to serve on the Administrative Council. The University Statutes provide that these three faculty members shall constitute a Faculty Advisory Committee which the President may consult.

(2) The three faculty members attend meetings of the Administrative Council and presumably represent the faculty in deliberations of the Council. The large membership of the Administrative Council (26) makes it difficult for them to function as effectively in a counseling capacity as they might if the membership were smaller.

(3) On occasion these faculty representatives have made reports at University Faculty meetings on Council deliberations and actions of interest to the faculty, but these reports have not been made with any degree of regularity.

d. The University (General) Faculty, as presently organized, produces limited faculty participation in policy formulation.

(1) The total University Faculty is too large to serve as an effective deliberative body.

(a) Meetings of the University Faculty are held once each quarter. They are effectively utilized as a means of communication between the administration and the faculty.

(b) Even though these meetings are not well attended, the size of the group is still too large to permit effective participation.

(2) The Faculty Executive Committee makes numerous recommendations on procedural matters, but seems to concern itself only occasionally

with fundamental institutional and administrative policies.

(3) Most of the other standing committees of the University Faculty are quite inactive.

e. Proposed revisions to the University Statutes would establish a University Council of about 100 members to assume most of the present functions of the University Faculty.

(1) This University Council would be composed of faculty and staff members elected from each school, college, and division on a proportional basis and of a large number of ex officio members.

(2) The Council would be weighted rather heavily with ex officio member

(a) The proposed statutory revisions provide that as much as 40 per cent of the membership could be ex officio.

(b) It can be predicted that these ex officio members would have a much larger voice in this Council than teaching faculty members, du to continuity of membership, better knowledge of administration, ar staff support which these ex officio members would have in their offices.

RECOMMENDATIONS

XXIV. That administrators on all levels initiate positive and vigorous action to involve more faculty members in the determination of educational and administrative policies of the University, particularly insisting that department heads and deans consult their faculties on major policy matters.

XXV. That every effort be made to raise the prestige and status of the teache and to relegate the administrative function to its proper facilitative role. As one means of achieving this, salaries of teachers should be fixed without regard for the salaries of administrators to whom they are responsible, be it a departmer head or dean.

XXVI. That more effective utilization be made of faculty advisory councils

and committees.

A. There is need for additional faculty advisory councils and committees in some areas.

B. Those which do exist should be given the opportunity and should be stimulated to advise on substantive matters of policy and administration.

C. Administrators should take more vigorous action to obtain advice from these councils and committees.

XXVII. That the three members of the Administrative Council elected by the University Faculty (by the University Council under proposed statutory revisions) make periodic reports to the faculty concerning actions taken by the Administrative Council which affect faculty members. These reports might be made orally at meetings of the University Faculty and the University Council (if created).

XXVIII. That minutes of the meetings of the Administrative Council be reproduced and distributed to all faculty members.

XXIX. That committees of the University Faculty (and the University Council, if created) be aided in performing effectively their functions through constructive assistance by the Dean of Faculties, including the provision of technical and clerical services where needed.

XXX. That the proposed revisions of the University Statutes establishing a University Council be adopted with certain modifications.

A. This University Council probably could serve much more effectively as a deliberative body on major institutional and administrative policies.

1. Elected members would feel a stronger obligation to attend and participate in meetings. Effective means should be found to insure that they maintain close communication with their "constituencies" - that is, the faculty or staff group which elects them to the Council.

2. It should be possible to develop an active and effective committee system to insure careful review and study of matters before they are brought before the Council for final consideration.

B. Meetings of the entire University Faculty should continue to be held at least twice each year.

1. These meetings should be recognized as primarily communications meetings, where the President and other administrative officials would report to the faculty on matters of interest to them.

2. But faculty members should be encouraged to suggest items for the agenda of these meetings and when as many as ten faculty members request that an item be placed on the agenda, it should automatically be included and given high priority for discussion.

3. The University Council certainly would want to refer certain matters to the entire University Faculty for final decision.

C. It is recommended that the following changes be made in the proposed structure of the Council.

1. Total membership should not exceed 100.

2. Ex officio members should constitute not more than 25 per cent of the Council membership. It is suggested that only the following administrative officials be ex officio members: Dean of Faculties, deans of the eleven schools and colleges, Dean of Students, Comptroller, Director of Libraries, Director of Resident Instruction in Agriculture, Director of the Agricultural Extension Service, Director of the Agricultural Experiment Stations, Director of Continuing Education, the Associate Director for Instruction in Continuing Education, the Director of Development, the proposed Director of Institutional Research, and the Director of Public Relations. The Registrar should serve as Secretary with no vote. The President would be ex officio Chairman.

3. Members of the staffs of the Agricultural Experiment Stations and the Agricultural Extension Service should have the opportunity to be represented on the Council by persons elected from their membership

at large.

(a) This University Council should represent the total University not just the resident teaching faculty.

(b) The proposal to limit election by the staffs of the Agricultural Experiment Stations and the Agricultural Extension Service to divisional chairmen narrows the range of choice unduly. It should be possible for these staffs to elect as representatives any person of equivalent status to those eligible for election from the teaching faculties.

Subsection B

Organization and Administration of Schools and Colleges

This subsection deals with the organization and administration of each of the eleven schools and colleges of the University. A great deal of attention is given to the Graduate School and to the College of Arts and Sciences, since their organization and administration have far-reaching effects throughout the whole University. Then, too, a large majority of the consultants brought in for the Study concentrated their attention on these two schools. The organization and administration of the other nine schools and colleges is considered very briefly, but this in no way indicates a lack of appreciation for their importance or the contributions which they are making.

As noted above, the organization and administration of research and of the service agencies of the University have been dealt with in previous sections on these activities.

1. Departmentalization

FINDINGS

a. Only the College of Arts and Sciences, the College of Agriculture, and the School of Veterinary Medicine are organized on a departmental basis.

b. Some of the schools and colleges are organized on an informal basis into concentration or program areas.

(1) This is true of the College of Business Administration, the College of Education, the School of Home Economics, and the School of Journalism.

(2) In these schools and colleges, the deans assign faculty members responsibility for the concentration or program areas. In a few cases a single faculty member is responsible for more than one area.

(3) There seems to be a tendency toward multiplication of these program or concentration areas and the creation of an increasingly complex organizational structure.

(a) The College of Business Administration, the College of Education, and the School of Home Economics each have ten or more different program or concentration areas.

(b) The School of Journalism has seven different "sequences."

(c) Each of these schools and colleges, however, offers some of its programs or concentrations jointly with another school or college

c. There is a strong desire on the part of some schools and colleges to reorganize on a departmental basis.

RECOMMENDATIONS

XXXI. That the departmental form of organization not be instituted in any other schools or colleges, at least in the near future.

A. The Advisory Committee for the Study commended the institution for having restricted departmentalization of schools and colleges.

B. Departmentalization tends to produce a rigidity in organization which makes coordination and integration of instruction and research more difficult.

C. The establishment of departments as separate administrative units would tend to increase the amount of administrative routine and the secretarial and clerical assistance required for the operation of the school or college.

D. Departmentalization should be resorted to only (1) when the administrative load of the college or school becomes so great that it can be handled more effectively through decentralization of certain administrative functions to subordinate units, that is, to divisions or departments; or (2) when subject-matter areas are so disparate as to require it. This does not preclude, of course, the establishment of separate administrative agencies within the school or college for special programs of research and

services, such as the Bureau of Educational Studies and Field Services in the College of Education, the Bureau of Business Research in the College of Business Administration, and the Institute of Law and Government in the School of Law.

XXXII. That the schools and colleges with a multiplicity of undergraduate program and concentration areas consider consolidating some of these areas.

A. The multiplication of specialized program and concentration areas leads to atomization and represents a movement away from coordination and integration of instruction.

B. Consultants were critical of the complexity of the instructional programs which resulted from having such a multiplicity of concentration and program areas.

2. Organization and Administration of the Graduate School

FINDINGS

a. The present organization of the Graduate School is shown in Chart 6 on the following page. It would seem well to make a few elaborative remarks on the organization shown in this chart.

(1) The duties of the Dean as Director of Research were dealt with in Section 7 (Research).

(2) The Graduate Faculty of approximately ninety persons includes:

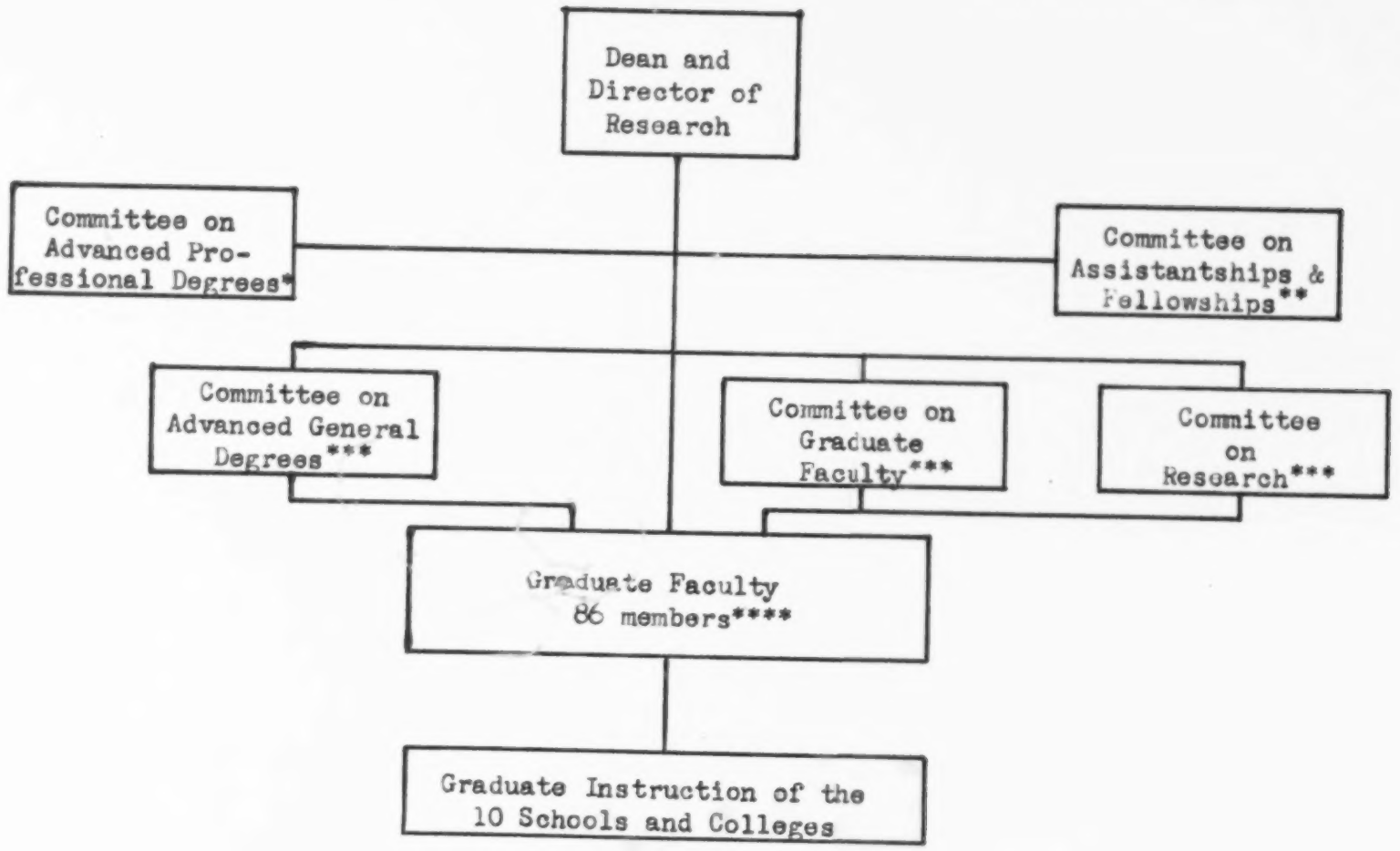
(a) Ex officio members: The President of the University; the Dean of Faculties; the Dean of the Graduate School; and the ten deans of the other schools and colleges of the University.

(b) Appointed members: Approximately seventy-five as of June 1957 (four of these were retired faculty members).

(3) The normal procedure for appointment to the Graduate Faculty is as follows:

CHART 6

ORGANIZATION OF THE GRADUATE SCHOOL


Dean and Director of Research
Committee on Advanced Professional Degrees*
Committee on Assistantships & Fellowships**
Committee on Advanced General Degrees***
Committee on Graduate Faculty***
Committee on Research***
Graduate Faculty 86 members****
Graduate Instruction of the 10 Schools and Colleges

* Dean appoints upon recommendation of deans heading the various advanced professional programs.

** Appointed by Dean. *** Elected by Graduate Faculty.

**** Includes the President, Dean of Faculties, and ~~nine~~ 11 deans ex officio and four retired faculty members.

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(a) Department heads and deans of the schools and colleges recommend those of their faculty members whom they believe to be qualified.

(b) The Dean of the Graduate School refers these recommendations to the Committee on Graduate Faculty, an advisory committee elected by the Graduate Faculty. This committee, meeting with the Dean of the Graduate School, approves or disapproves each person recommended.

(c) The Dean of the Graduate School makes final recommendations to the President of the University (nearly always in accordance with the recommendations of the advisory committee).

(d) The President of the University makes appointments.

(4) Appointments are for a three-year term, with reappointment contingent upon the research activity displayed during this period. If a faculty member does not continue actively in research, he is not reappointed to the Graduate Faculty.

(5) There are five major committees in the Graduate School:

(a) Committee on Advanced General Degrees — Elected by the Graduate Faculty to make recommendations to that Faculty on policy matters and to represent the Graduate Faculty in the execution of its established policies with reference to the Master of Art, the Master of Science, and the Doctor of Philosophy degrees. Functions to a limited extent in an advisory capacity to the Dean of the Graduate School, chiefly upon request of the Dean for advice.

(b) Committee on Advanced Professional Degrees — Appointed by the Dean of the Graduate School under regulations and upon terms

authorized by the Graduate Faculty. Represents the Graduate Faculty and the schools and departments offering professional graduate degrees in executing policies established by the Graduate Faculty with reference to professional post-baccalaureate degrees. (The policies established by the Graduate Faculty for such degrees normally result from recommendations made to it by the schools, colleges, and departments concerned with the professional degree.) Like the Committee on Advanced General Degrees, it functions only to a limited extent in an advisory capacity to the Dean of the Graduate School.

(c) Committee on Assistantships and Fellowships — Appointed by the Dean of the Graduate School to advise him on the awarding of assistantships and fellowships given through the Graduate School. This committee has functioned in practice as a selection committee for these assistantships and fellowships.

(d) Committee on Research — Elected by the Graduate Faculty to serve in an advisory capacity to the Dean of the Graduate School and Director of Research on the General Research program of the University.

(e) Committee on Graduate Faculty — See (3) (b) above.

b. There is no Graduate Council or single executive committee to deal with graduate instruction as a whole. The Committee on Advanced General Degrees and the Committee on Advanced Professional Degrees serve, in effect, as two separate executive committees for graduate instruction. These two committees, however, do sometimes hold a joint meeting to consider matters which affect graduate instruction as a whole. Although the Dean of the Graduate School calls on these committees

for advice when he feels he needs it, they do not seem to function as active, effective, continuous advisory bodies to the Dean. This often imposes on the Dean the responsibility of making major administrative decisions and policy interpretations without the benefit of the counsel and advice of these committees.

c. The Research Committee is quite inactive, so that there is no organized, representative body functioning to advise and counsel with the Dean and Director of Research on the General Research program of the University.

d. The Graduate Faculty normally meets once each quarter. Membership on the Graduate Faculty is considered a high honor, and appointment is extended only to those persons teaching graduate students who have proved their ability to produce research findings which are published in strictly professional journals and similar publications or to those whose artistic creations or interpretations command similar recognition. These requirements have been strictly administered, and this has resulted in a comparatively small Graduate Faculty.

About two-thirds of the faculty members teaching graduate students are not members of the Graduate Faculty and are thus excluded from deliberations concerning policies and procedures for graduate instruction.

e. There is a strong drive for complete autonomy in graduate work by some of the schools and colleges, and the Board of Regents has authorized a separate graduate school in business administration when funds become available for establishing it.

f. The Dean does not have adequate professional staff assistance in his office and is overburdened with detailed, routine administration.

RECOMMENDATIONS

XXXIII. That the committees of the Graduate School assume a more active role in advising the Dean and that major administrative decisions and policy interpretations be made only after consultation with these committees.

XXXIV. That careful consideration be given to the establishment of a Graduate Council.

A. This Council should be chosen from the Graduate Faculty and should act for it in giving more detailed and careful consideration to matters affecting all of graduate instruction. It would, of course, make recommendations on major policy matters to the Graduate Faculty.

B. The present Committee on Advanced General Degrees and Committee on Advanced Professional Degrees might be chosen from this Council and make recommendations to it. Both these committees and the Council should serve in an active advisory capacity to the Dean.

XXXV. That the functions of the Research Committee be assumed by the General Research Council, as proposed in Section 7, Recommendation V, pp. 378-79.

XXXVI. That present general policies of appointment to membership on the Graduate Faculty be maintained. It might be well, however, to broaden somewhat the interpretation of what constitutes research accomplishment adequate to merit appointment to the Graduate Faculty.

XXXVII. That all faculty members teaching graduate students be invited to meetings of the Graduate Faculty and that they have the privilege of participa-

ting in its deliberations. The privileges of voting and serving on committees, however, should be limited to members of the Graduate Faculty.

A. Participation in Graduate Faculty meetings would give to those faculty members who teach graduate students but who are not members of the Graduate Faculty a keener sense of their responsibilities in graduate instruction than they now have.

B. This participation would serve to communicate to these faculty members much more adequately than at present policies and procedures which govern graduate instruction. It could also help to raise the standards of the graduate instruction being conducted by these faculty members.

XXXVIII. That all graduate work be conducted within a single university-wide *Graduate School*.

A. The institution should request the Board of Regents to rescind its authorization of an autonomous graduate school of business administration.

B. The need for coordination and integration of instruction is particularly urgent at the graduate level. Autonomous graduate programs in the various schools and colleges would make coordination and integration much more difficult.

C. A single graduate school is more economical and efficient, since it permits concentration of the administration of graduate work in one office.

D. A graduate faculty and dean can establish and maintain uniform procedures and standards for graduate instruction and graduate degrees throughout the University.

E. The conduct of graduate work through a university-wide Graduate School should not lessen the feeling of responsibility of the dean and faculty of the individual school or college. The latter are primarily responsible for graduate instruction conducted in their school or college. The prime function of the Graduate School should be to assist the schools and colleges in carrying on a better program of graduate instruction.

XXXIX. That the position of Assistant Dean of the Graduate School be established to relieve the Dean of some of the burden of administrative details which will become increasingly greater as the graduate program expands.

3. Organization and Administration of the College of Arts and Sciences

a. The organization of the College of Arts and Sciences is set forth in Chart 7 on the following page.

b. The Dean of the College has a large number of direct, supervisory relationships.

(1) Each of the 20 department heads reports directly to the Dean.

(2) The Dean is burdened with the magnitude of the task of maintaining active relationships with this number of administrative officers.

(3) The Dean is driven toward being a routine administrator to the detriment of the solid academic leadership needed in a College of Arts and Sciences in a state university.

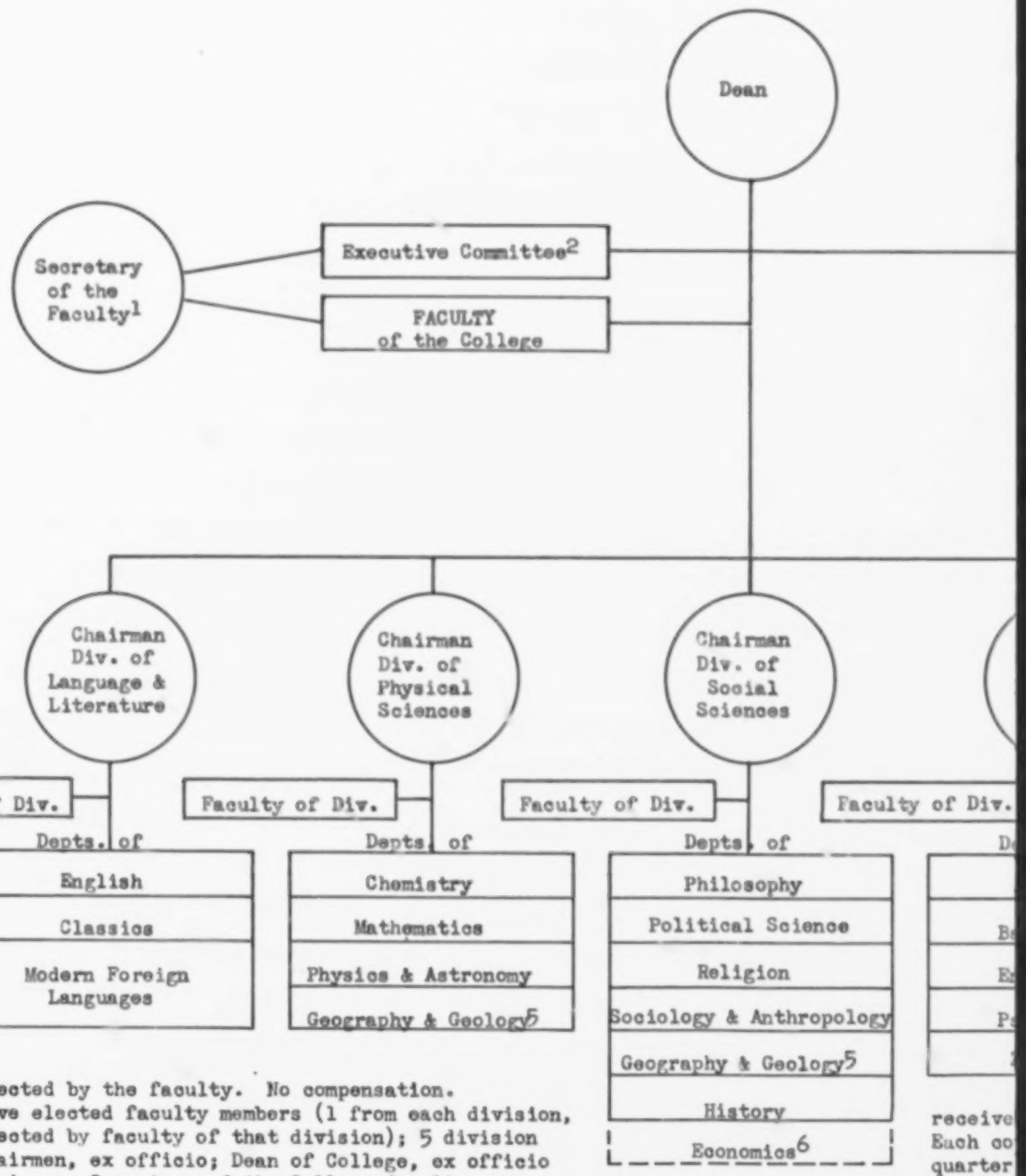
c. The Dean has inadequate staff assistance in his office. When this study began, he had only one assistant on a 2/3-time basis and two secretaries. As a result of the finding of the Study that more staff assistance was needed, the Assistant to the Dean was placed on a full-time basis prior to the final drafting of this section of the report. (Chart 7 was drawn before this change was effected; consequently, it is not reflected in that Chart).

d. The Executive Committee of the College, for the most part, handles rather routine matters such as petitions for exemptions of requirements in individual student programs. The Committee does consider curriculum changes in the College, but it has nothing to do with promotions, budget, selection of department heads, and other such matters. It should be added that the Dean of the College consults ad hoc committees on important

Section I

CHART 7

COLL



1 Elected by the faculty. No compensation.

2 Five elected faculty members (1 from each division, elected by faculty of that division); 5 division chairmen, ex officio; Dean of College, ex officio chairman; Secretary of the College faculty, ex officio, non-voting member, serves as secretary of the committee.

3 Part-time. Obligated to spend one-third time teaching.

4 Full-time faculty members (except pre-law where the Assistant to the Dean of Faculties serves) who

5 Geograp
the Soc
faculty

6 Under a
- - - Limited

receive
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quarter
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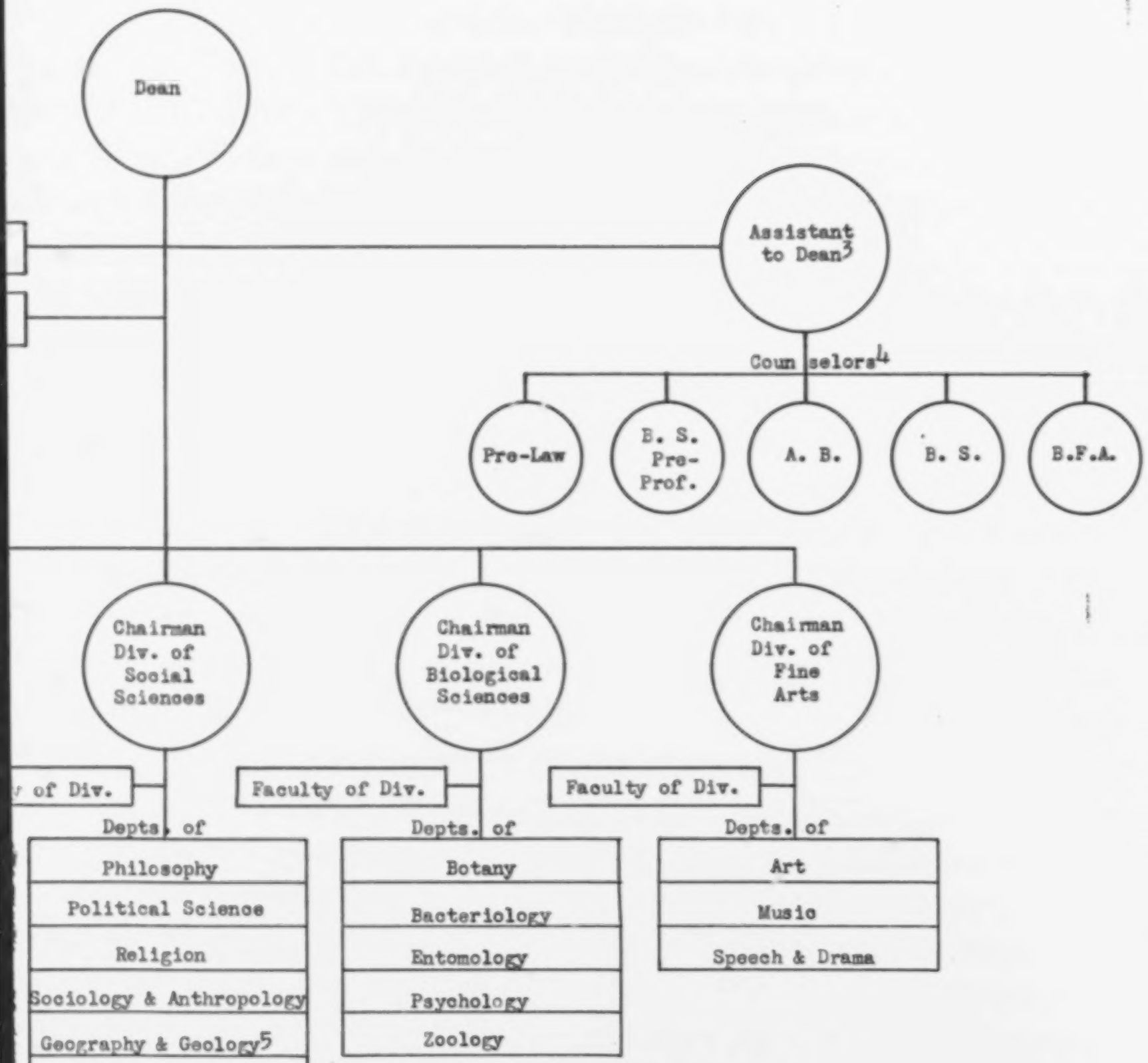
B 13

ORGANIZATION OF THE COLLEGE OF ARTS AND SCIENCES

Section 2



receive additional compensation for these counselling services. Each counselor is charged with interviewing at least once each quarter all freshmen and sophomores enrolled for these degree programs.

5 Geography (except Physical Geography) faculty members belong to the Social Sciences Division. Geology and Physical Geography faculty members belong to the Physical Sciences Division. Dept. Head attends meetings of both divisions.

6 Under administration of College of Business Administration.

- - - Limited control

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matters, including promotions. Some members of the Executive Committee may be on these committees.

e. The College has several very small departments, four with two faculty members or less.

(1) Maintaining administrative independence for departments of this size is inefficient.

(2) These department heads swell the number of direct supervisory relationships which the Dean must maintain.

f. There is pressure for the establishment of a separate school by at least some of the Fine Arts faculty.

g. The divisional system in the College of Arts and Sciences is little more than a paper matter.

(1) The College is organized into five divisions as follows:

(a) Division of Language and Literature: Departments of Classics, English, and Modern Foreign Languages.

(b) Division of Social Sciences: Departments of Geography (and Geology), History, Philosophy, Political Science, Religion, and Sociology and Anthropology.

(c) Division of Physical Sciences: Departments of Chemistry, Mathematics, Geology (and Geography), and Physics and Astronomy.

(d) Division of Biological Sciences: Departments of Bacteriology, Botany, Entomology, Psychology, and Zoology.

(e) Division of Fine Arts: Departments of Art, Music, and Speech and Drama.

(2) Division chairmen under the Statutes are given broad powers for integration of instructional programs. The Statutes also require that these chairmen be consulted by the deans and department heads on

such matters as appointments, promotions, and terminations, but such consultation does not take place in practice.

(3) At present, the division chairmen perform no function other than serving ex officio on the Executive Committee of the College and seeing to it that a faculty member is elected to this Executive Committee by the division each year. This election is often by mail. Some divisional faculties have not met in years.

(4) The departments of the College of Arts and Sciences are autonomous units, each department conceiving its operations as independent of the rest, and each working directly with the Dean. There seems to be very little in the way of integrated programs by divisions in their subject-matter areas. There is a paucity of effective cross-discipline and inter-departmental programs. Actually, departments of the College of Arts and Sciences appear to have achieved more in the way of integrated programs with other schools and colleges of the University than they have among themselves.

h. The present grouping of departments into divisions in the College of Arts and Sciences is not designed to produce the maximum in coordination and integration of instruction and research among departments with closely-allied interests.

(1) As shown above, the natural science departments are split between a Physical Science Division (Department of Chemistry, Geology (and Geography), Mathematics, Physics and Astronomy) and a Biological Science Division (Departments of Bacteriology, Botany, Entomology, Psychology, and Zoology).

(2) It was also shown above that the humanities departments are divided into a Language and Literature Division (Departments of

Classics, English, Modern Foreign Languages) and a Fine Arts Division (Departments of Art, Music, Speech and Drama).

(3) Consultants thought that the Department of Philosophy and the Department of Religion, located in the Social Science Division, were more closely allied with the departments of the Language and Literature Division.

(4) The Psychology Department is located wholly in the Biological Science Division, despite the fact that a good proportion of its instruction is in Social Psychology.

(5) The faculty of the Geography and Geology Department is split between the Social Science Division (Geography - except Physical Geography) and the Physical Science Division (Geology and Physical Geography).

(a) Departmental faculty members who specialize in phases of Geography other than Physical Geography belong to the faculty of the Social Science Division. Faculty members in the department whose specialization is Geology or Physical Geography belong to the faculty of the Physical Science Division.

(b) The head of the department attends faculty meetings of both divisions, but has elected to vote only in the Social Science Division, since his area of specialization is Economic Geography.

i. There seemed to be virtually no coordination or cooperative efforts between the Division of Fine Arts and the Landscape Architecture Department in the College of Agriculture. Instruction conducted in Dance in the Division of Health and Physical Education in the College of Education was wholly divorced from instruction carried on in the Division of Fine Arts.

j. The relationship of the College of Arts and Sciences and the College

of Business Administration in conducting instruction in Economics are discussed in Section 4, pp. 91-92, 98.

k. Department heads and division chairmen in the College of Arts and Sciences have come to have, in effect, life tenure until retirement.

(1) Theoretically, the department heads are appointed on a year-to-year basis; in practice, it has been found almost impossible to remove those who are not functioning effectively. The position is widely regarded as a permanent appointment to be held until retirement at the age of 67. Unless voluntarily requested by the department head, relief and transfer to teaching duties exclusively would be regarded as a near-disgrace.

(2) There are a good number of outstanding department heads in the College of Arts and Sciences, some of whom any institution in the country would be proud to have.

(3) There are notable examples, however, of department heads who are blocking progress and who will stymie development in the subject-matter areas until their retirement — many years in the future in some instances. There is some evidence that these weak department heads do not aggressively recruit the most able faculty members available, producing a tendency toward mediocrity in their departments.

RECOMMENDATIONS

XL. That there be established the office of Associate Dean of the College of Arts and Sciences, the occupant of this position to teach one-third time in the department of his specialization. This person should be charged primarily with the responsibility for supervising an enlarged academic counseling program and a program of orientation for students in the College. He should have professional training and experience in student counseling. It is further recom-

mended that the present position of Assistant to the Dean be retained as a two-thirds time position, the person occupying this position to assist the Dean in discharging the administrative responsibilities of the office.

XLI. That the Executive Committee of the College be made a real advisory council to the Dean on all major policy matters and that this Committee delegate some of its present routine functions to the Dean.

XLII. That the Department of Religion be discontinued and the subjects taught therein be taught in the Department of Philosophy.

XLIII. That the Department of Classics be combined with the Department of Modern Foreign Languages and that this department be redesignated the Department of Foreign Languages.

XLIV. That the College of Arts and Sciences be retained as presently constituted and that no separate school be formed for Fine Arts or any of its components.

XLV. That the divisions of the College of Arts and Sciences be activated to function as effective units of the College.

A. A major function of these divisions should be to strive for integrated programs of instruction and research within the division, and with other divisions, schools, and colleges.

B. Division faculties should meet frequently and conduct active seminars, institutes, etc., directed toward better teaching and research programs in their subject-matter areas.

C. Careful consideration should be given to the duties and responsibilities which division chairmen will have, particularly as regards the administration of departments within the division. A new definition of the functions of divisions and the duties and responsibilities of division chairmen might require revision of present statutory provisions dealing with these matters.

XLVI. That the five divisions of the College of Arts and Sciences be reorganized into three divisions: the Division of Humanities; the Division of Natural Sciences; and the Division of Social Sciences.

A. The Division of Humanities would include the Departments of Art, English, Foreign Languages, Music, Philosophy, and Speech and Drama.

(1) The composition of departments within the division would be changed as recommended above so that the Department of Foreign Languages would include the former Departments of Modern Foreign Languages and Classics and the Department of Philosophy would include instruction formerly conducted in the Department of Religion.

(2) The intimate relationships of the subject-matter areas taught by departments in the Fine Arts and in Language and Literature dictate a grouping of these departments into a single division rather than their separation into two divisions.

B. The Division of Natural Sciences would include the Departments of Bacteriology, Botany, Chemistry, Entomology, Geography and Geology, Mathematics, Physics and Astronomy, Psychology, and Zoology. (In the case of Geography and Geology, only the department head (chairman) and faculty members whose specialization was Geology or Physical Geography would be included as members of the divisional faculty. In the case of Psychology, the department head and all faculty members except those whose specialization was in Social Psychology would be included.)

(1) The relationships between the physical sciences and the biological sciences are too close to warrant departments in these areas being separated into two divisions. This is particularly true in view of the development of such areas as Biochemistry and Biophysics and the increasing dependency of certain areas of the biological sciences on Mathematics.

(2) The location of all the natural science departments together in the Science Center and plans to coordinate closely supply, use of equipment, services, and facilities make it highly advisable to administer the natural science departments as a single division.

C. The Division of Social Sciences would include the Departments of Geography and Geology, History, Political Science, Psychology, Sociology and Anthropology, and all faculty members teaching Economics in the College of Business Administration. (In the case of Geography and Geology, only the department head and those faculty members whose specialization was in areas of Geography other than Physical Geography would be included as members of this divisional faculty. In the case of Psychology, only the department head and those faculty members whose specialization was in the area of Social Psychology would be included.)

D. Departments which include subject-matter specialties found in two different divisions should be located administratively in one of the divisions, but their staffs should be members of the faculty of the division to which their specialty is more closely allied. Department heads (chairmen) of these departments should be members of the faculties of both divisions.

(1) It is suggested that the Department of Psychology be placed in the Division of Natural Sciences for administrative purposes, but the department head and faculty members whose specialty is Social Psychology should be full members of the faculty of the Division of Social Sciences.

(2) It is suggested that the Department of Geography and Geology also be placed in the Division of Natural Sciences for administrative purposes, but the department head and faculty members with specialties in areas of Geography other than Physical Geography should be full members

of the faculty of the Division of Social Sciences.

(3) The Chairman of the Division of Natural Sciences should be required to consult and coordinate with the Chairman of the Division of Social Sciences on all matters pertaining to the Department of Psychology and the Department of Geography and Geology, particularly on matters affecting personnel of these departments who are members of the Division of Social Sciences.

XLVII. That the title "Department Head" in the College of Arts and Sciences be redesignated "Department Chairman".

XLVIII. That a faculty member normally serve no longer than five years as Department Head (Chairman) or Division Chairman in the College of Arts and Sciences.

A. It should be the exception rather than the rule for a person to serve longer than five years as Department Head (Chairman) or Division Chairman, such exceptions to be made only when it is deemed imperative for the good of the department or division that the person serve longer.

B. This recommendation should be put into effect immediately. In order to minimize the disruptions that would be caused by a mass turnover of department heads (chairmen), the following procedure is suggested:

1. Rank department heads (chairmen) according to seniority of service in the position.

2. Starting at the top of this list, appoint new chairmen for approximately one-fifth of the departments each year for the next five years.

C. The shift of senior professors who are department heads to exclusively teaching positions could do much to raise the prestige of teaching at the University.

D. No person serving as department head or division chairman at the time this recommendation is initiated should receive any decrease in compensation

when he transfers to exclusively teaching duties.

E. Nothing in this recommendation should be construed to mean that department heads (chairmen) or division chairmen should have a set tenure; they should continue to be appointed on a year-to-year basis.

F. In appointing a department head (chairmen), there should be strict adherence in practice to the statutory requirement that the dean make a recommendation only after consultation with faculty members of the department. Such consultation might be limited to those holding the rank of assistant professor or higher.

XLIX. That the Dean and the Division of Fine Arts work to achieve closer relationships with the program in Landscape Architecture carried on by the Landscape Architecture Division of the College of Agriculture and the instruction conducted in Dance by the Division of Health and Physical Education of the College of Education. (See Recommendations LVI and LX below.)

4. Organization and Administration of the School of Law

FINDINGS

a. Some faculty members of the School of Law feel that there is a need for more faculty participation in administration of the School, particularly in such matters as consultation on recruitment of new faculty members. Administrative officials, however, present evidences of rather active faculty participation among the small number of full-time faculty members employed in the Law School.

b. The consultant was emphatic in his finding that the faculty was too small to carry on the kind of instruction that should be given in a law school of this caliber.

c. There were some indications that too much reliance was being placed on part-time faculty members who were practicing attorneys in the Athens area.

d. The consultant strongly urged that outstanding lawyers from over the state be used to conduct seminars and courses in specialized subject-matter areas in which they had achieved a high degree of expertness. He recommended that these persons be chosen with a great deal of care and that a resident faculty member work closely with them to assure continuity and maximum effectiveness of the instruction.

RECOMMENDATIONS

L. That even stronger efforts be exerted to secure maximum involvement of the Law School faculty in reaching policy and major administrative decisions. All faculty members whould be consulted in the recruitment of new staff members.

LI. That the number of faculty members in the School of Law be increased.

A. Great care should be exercised, however, in recruiting new faculty members. It may be necessary to pay higher salaries to incoming faculty members than those which prevail for members of the present staff to secure the kind of faculty members needed to insure high-quality instruction in the law.

B. If inequities are created, the salaries of faculty members already employed should be raised as quickly as possible to correct the inequities. This does not mean, of course, that faculty members already employed with lesser qualifications must have their compensation raised to the level of better qualified incoming faculty members.

LII. That considerable caution be exercised in using part-time faculty members.

A. Part-time persons should be used to teach highly specialized courses or seminars in narrow areas of the law in which they have become expert.

B. It is probable that persons with these specialties can be found, for the most part, only in the larger metropolitan centers of the state.

C. It probably will be necessary to schedule seminars or classes taught by these persons at unusual hours, such as Friday afternoon or evening and Saturday.

D. Seminars and courses taught by these visiting part-time instructors should be carefully supervised and coordinated by a regular staff member.

(See also Recommendation XLII on p. 320 on legal aptitude testing.)

5. Organization and Administration of the School of Pharmacy

A consultant was not brought in for the School of Pharmacy as a part of this Study. since the school had recently undergone a thorough study by an accrediting committee of the American Council on Pharmaceutical Education. Consultants in other fields, particularly in the basic sciences, did consult with faculty members of the School of Pharmacy on instructional and research programs, and the School conducted a self-analysis as a part of this Study.

The report of the accrediting committee made no recommendations for changes in organization and administration of the School except to suggest that as service activities in the field of continuing education expanded, there would probably be need for an additional staff member to handle these service functions, either in the School of Pharmacy or in the Center for Continuing Education.

The accrediting committee reported that there seemed to be good staff participation in the formulation of professional academic policy. Observations made in this Study confirm this finding.

6. Organization and Administration of the College of Agriculture

FINDINGS

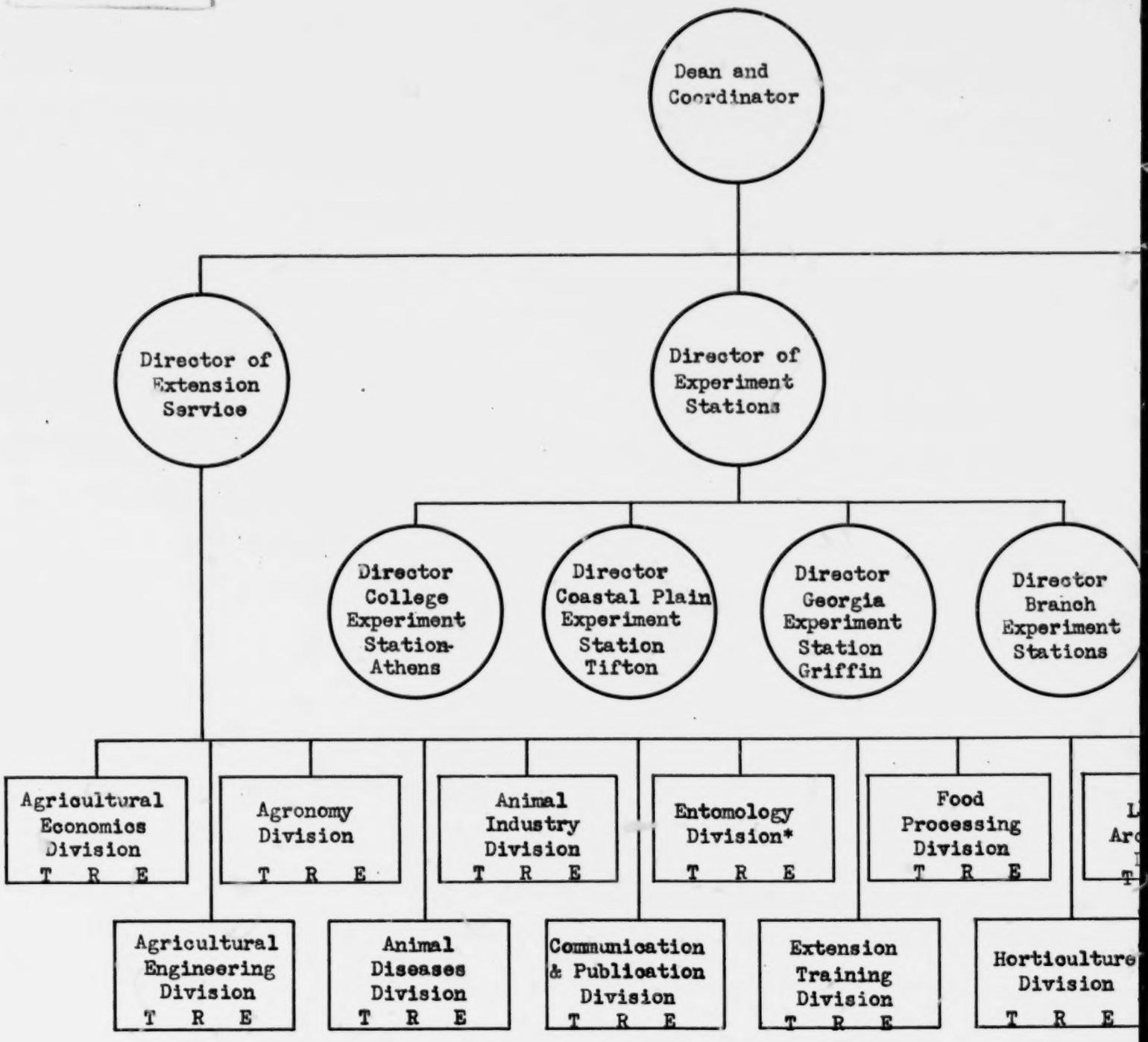
a. In general, the integrated agricultural organization seems to be sound and appears to be working quite well. This organization is shown in Chart 8 on the following page.

(1) The College of Agriculture includes three major components: the resident teaching faculty; the Agricultural Experiment Stations throughout the state; and the Agricultural Extension Service.

Section I

CHART 8

ORGAN
COLLEGE

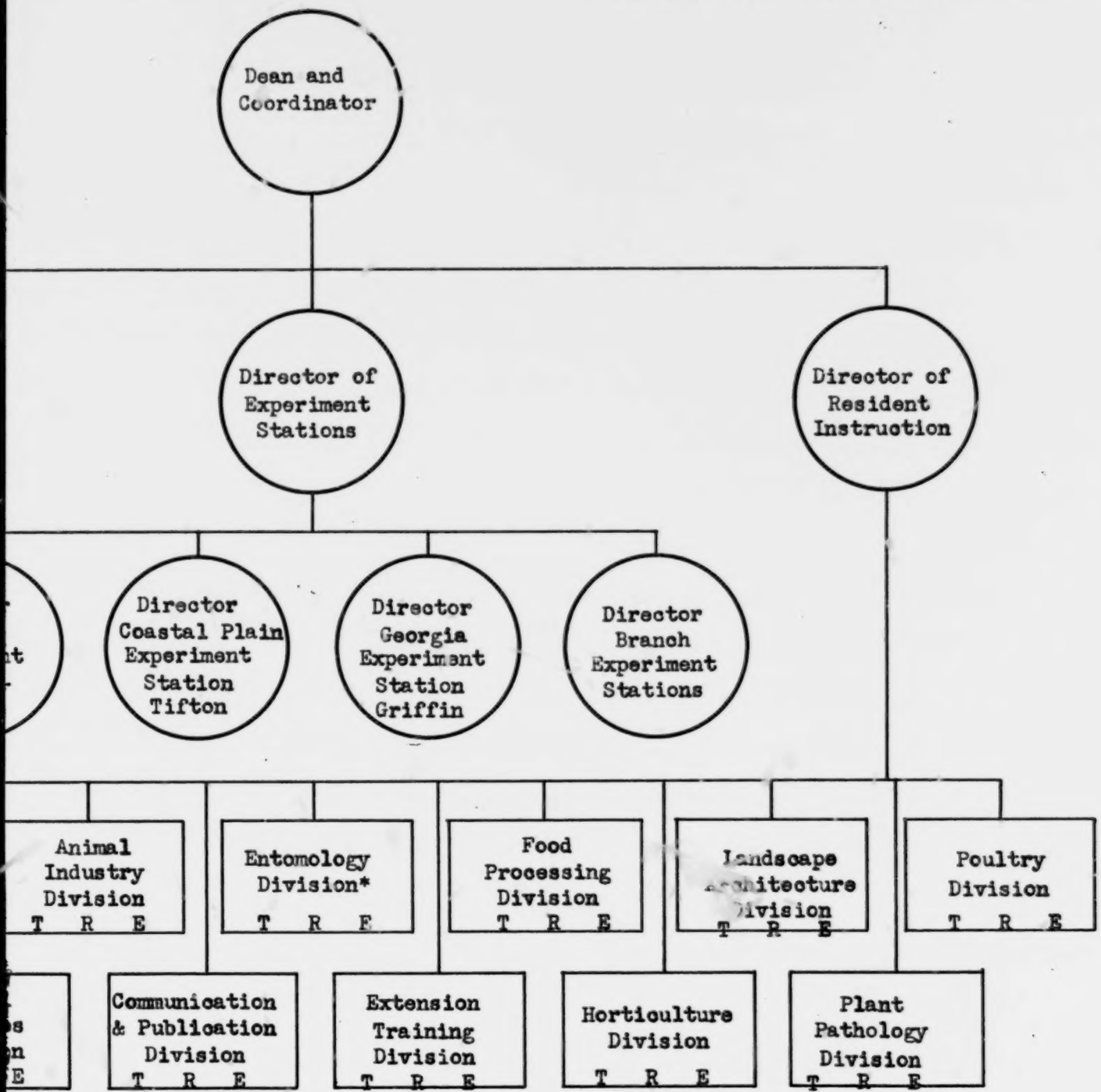

Dean and Coordinator
Director of Extension Service
Director of Experiment Stations
Director College Experiment Station-Athens
Director Coastal Plain Experiment Station Tifton
Director Georgia Experiment Station Griffin
Director Branch Experiment Stations
Agricultural Economics Division T R E
Agronomy Division T R E
Animal Industry Division T R E
Entomology Division* T R E
Food Processing Division T R E
Agricultural Engineering Division T R E
Animal Diseases Division T R E
Communication & Publication Division T R E
Extension Training Division T R E
Horticulture Division T R E

* Teaching faculty members in this Division are from the College of Arts and Scien

TRE: Each division is headed by a chairman and is composed of all resident teaching fa experiment station research personnel (R), and extension specialists (E) in the s

NOTE: The deans of the schools of Home Economics, Forestry, and Veterinary Medicine are in the conduct of agricultural extension and experiment station research activiti Each of these deans cooperates in the coordination of extension and research with in his field through the Dean and Coordinator of Agriculture. In the case of hom are four organized divisions, each headed by a chairman and composed of agricultu specialists, experiment station research personnel, and resident teaching faculty School of Home Economics (and the College of Education). These divisions are: C Textiles; Family Development; Foods and Nutrition; and Home Management and Impro

ORGANIZATION OF THE COLLEGE OF AGRICULTURE


Dean and Coordinator
Director of Experiment Stations
Director of Resident Instruction
Director Coastal Plain Experiment Station Tifton
Director Georgia Experiment Station Griffin
Director Branch Experiment Stations
Animal Industry Division T R E
Entomology Division* T R E
Food Processing Division T R E
Landscape Architecture Division T R E
Poultry Division T R E
Communication & Publication Division T R E
Extension Training Division T R E
Horticulture Division T R E
Plant Pathology Division T R E

rs in this Division are from the College of Arts and Sciences.
by a chairman and is composed of all resident teaching faculty members (T), arch personnel (R), and extension specialists (E) in the subject field.
s of Home Economics, Forestry, and Veterinary Medicine are closely involved ultural extension and experiment station research activities in their fields. perates in the coordination of extension and research with resident teaching he Dean and Coordinator of Agriculture. In the case of home economics, there isions, each headed by a chairman and composed of agricultural extension t station research personnel, and resident teaching faculty members of the s (and the College of Education). These divisions are: Clothing and pment; Foods and Nutrition; and Home Management and Improvement.

(a) The College is headed by a single Dean and Coordinator.

(b) Each of the three major components is headed by a Director, namely, the Director of Resident Instruction, the Director of the Agricultural Experiment Stations, and the Director of the Agricultural Extension Service. These directors are responsible to the Dean and Coordinator of the College.

(2) Teaching, research, and extension are integrated in each subject-matter area into a division headed by a chairman and including:

(a) All resident teaching faculty members in the subject-matter area.

(b) All specialists in the Agricultural Experiment Stations in the subject-matter area.

(c) All specialists in the Agricultural Extension Service in the subject-matter area.

(3) Resident faculty members from the School of Home Economics, the School of Forestry, the School of Veterinary Medicine, and the Department of Botany and the Department of Entomology of the College of Arts and Sciences are members of divisions in their subject-matter areas, but these faculty members are not under the administrative control of the College of Agriculture.

b. At least in some divisions, there seems to be little participation of resident faculty and line staff members in planning overall programs, effectuating coordination, and determining policies for the division.

(1) Divisions are headed by a chairman. In most cases, this chairman is also head of the resident teaching department in the subject-matter area.

(2) Each division has an Executive Committee, typically composed of the resident teaching department head, the department head at the Agricultural Experiment Station in Experiment, Ga., the department head at the Agricultural Experiment Station in Tifton, and the Project Leader (subject-matter specialist) in the Agricultural Extension Service. In some areas the committee is smaller due to the absence of specialists in one or more of these positions. For example, the experiment stations may not have a specialist in the subject-matter field.

(3) In some divisions the Executive Committee seems to function without much participation of faculty and staff members in program planning, coordination, and policy formulation. It is the announced policy to hold meetings of the entire staff of each division at least twice each year, but apparently this is not done in many cases.

c. The offices of subject-matter specialists in the Agricultural Extension Service are separated from the offices of faculty and staff members teaching and doing research in the subject-matter area involved.

(1) All subject-matter specialists in Agricultural Extension are housed in the Agricultural Extension Service buildings, while faculty and research personnel are housed in the teaching and research area for the subject-matter concerned.

(2) It was proposed that the offices of Agricultural Extension specialists be located in the teaching and research areas of their subject-matter specialties in the new Science Center, but this proposal was strongly opposed by the Agricultural Extension Service and will not be put into effect.

d. Nearly all resident teaching faculty members are jointly-staffed with the College Experiment Station in Athens and perform research as staff

members of this Station. Normally they give a fraction of their time to research activities in the Experiment Station. A few graduate students do research and write theses under the direction of research specialists at the experiment stations in Experiment and Tifton.

e. Subject-matter specialists in the Agricultural Extension Service participate to a very limited extent in the resident teaching programs in their fields of specialization.

(1) There is no joint-staffing of personnel between the Agricultural Extension Service and either of the other two components. This does not mean, of course, that experiment station personnel and teaching faculty members do not participate in Agricultural Extension activities and services; they do to a considerable extent.

(2) In a few instances, resident faculty members invite these specialists in Agricultural Extension to come in to their classes as visiting lecturers.

f. The College of Agriculture seems to have done an excellent job of recruiting new staff members in recent years, particularly department heads and division chairmen.

RECOMMENDATIONS

LIII. That steps be taken to achieve more faculty and staff participation in program planning for divisions, in the formulation of divisional policies, and in the coordination of activities of the three components of the division.

A. It may not be feasible to have frequent meetings of the entire staffs of divisions due to distances, travel expenses, etc. But ways should be found to involve all staff members more closely in activities of the division as a whole.

B. Consideration might be given to more extensive use of committees and to the improvement of communications among all staff and faculty members

of divisions.

LIV. That the decision not to locate the offices of Agricultural Extension subject-matter specialists in the teaching and research area of their specialization be reconsidered.

A. It was the firm belief of the consultant in Agriculture that physical proximity of these extension specialists to teaching and research specialists would lead to closer coordination of teaching, research, and extension activities in these subject-matter areas and to better dissemination of research findings.

B. Strong consideration should be given to the possibility of establishing at least auxiliary offices for these extension specialists in the teaching and research area of their subject-matter specialty. These auxiliary offices might consist of a single office shared by two or more specialists. The extension specialists should feel that they have a "home" in the teaching and research area with their colleagues in the subject-matter area. The advantages to be gained in closer coordination and better dissemination of research findings would completely justify the small costs involved in maintaining duplicate offices.

LV. That Agricultural Extension Service subject-matter specialists be used much more extensively in the resident instructional program, with the provision that they be compensated for these services from the resident teaching budget of the College.

A. These specialists in many instances have a great deal to offer to students majoring in the various subject-matter areas. Their particular specialty within a subject-matter field will, in some cases at least, supplement the specialties of resident teaching faculty members.

B. It should be possible to work out means of having at least a few of these specialists teach regular courses, particularly on the graduate level,

with compensation provided from the resident instruction budget.

1. The difficulties of jointly-staffing are fully recognized in terms of travel schedules and service commitments of Agricultural Extension specialists. There is recognition, too, of the objection of the Federal Agricultural Extension Service to use of extension personnel in teaching, particularly where they are not fully compensated for this portion of their services from the resident teaching budget.

2. Despite these difficulties, it is believed that aggressive and imaginative leadership can find ways to utilize the teaching talents of these specialists to strengthen the instructional program in Agriculture.

C. Agricultural Extension subject-matter specialists should participate much more extensively in the resident teaching program as occasional visiting teachers in classes and as supervisors of internships, field trips, and other kinds of field experiences for students.

LVI. That the College of Agriculture work with other agencies of the University to achieve closer relationships and better coordination of certain phases of their programs, as recommended in various parts of this report.

A. Between agricultural research and "general" research - Section 7, Recommendation I, pp. 376-77.

B. Between the Agricultural Extension Service and the Continuing Education Center -- Section 8, Recommendation XXIV, p. 467.

C. Between the Agricultural Extension Service and the schools and colleges of the University -- Section 8, Recommendation IV, p. 433.

D. Between the informational program of the Agricultural Extension Service and the public relations program of the University as a whole -- Recommendation XVII on pp. 492-93 of this section.

E. Between its program of instruction and research in genetics with

that conducted by the Biological Science Division of the College of Arts and Sciences — Section 4, Recommendation XVII, pp. 93-94.

F. Between its program of instruction and research in statistics with that conducted by other agencies of the University — Section 4, Recommendation XVII, pp. 93-94.

G. Between its program in Landscape Architecture and the program of the Division of Fine Arts in the College of Arts and Sciences — Recommendation XLIX on page 524 of this section.

7. Organization and Administration of the School of Forestry

This Study has made no finding on the organization and administration of the School of Forestry which calls for a recommendation. The consultant recommended that the School continue to concentrate on training students in general forest production. He urged caution in going heavily into allied areas such as wood and paper technology. He warned that a full-fledged program in the area of wood and paper technology would be terrifically expensive in terms of faculty personnel, equipment, and facilities.

8. Organization and Administration of the College of Education

FINDINGS

a. The organizational structure of the College of Education is exceedingly complex. This is particularly true in view of the fact that the college has a faculty of only 60 persons.

(1) The College is organized informally into the following major instructional units, each with a chairman:

(a) Division of Vocational Education (including vocational agriculture, vocational home economics, and trades and industry)

(b) Division of Health and Physical Education (with separate instructional departments for men and women)

(c) Program for Exceptional Children

(d) Division of Graduate Studies

(e) General College (includes all other instruction - the Dean acts as chairman).

(2) Within the framework of these major instructional units, there are about twelve undergraduate concentrations of programs, each headed by a chairman appointed by the Dean.

(3) The College also has the following service units, each headed by a director or coordinator:

(a) Bureau of Educational Studies and Field Services

(b) The Demonstration and Practice Laboratories

(c) The Atlanta Area Teacher Education Service (in cooperation with Emory University and the six public school systems in the Atlanta area)

(d) A number of clinics (Guidance, Mental Health, Reading, Speech and Hearing)

(4) Apparently a certain degree of coordination is achieved through two large standing committees: the Committee on Teaching, and the Committee on Specialized Professional Services. The faculty elects the chairman of each of these committees.

b. There is every indication of full participation by faculty and staff members in the formulation of policies and administration of the college. Communication among the staff and faculty seems to be excellent.

c. The Dean has no administrative assistance above the secretarial level and is burdened with a heavy load of administrative routine. (As a result of this finding and the recommendation below pertaining to it, a full-time Assistant to the Dean was employed during the final drafting of this report.)

d. The consultant felt that it would be helpful to add to the faculty a person whose prime contribution might be research development, and the

College, in its self-study report, felt "an acute need for a full-time coordinator of research in the College of Education."

e. The consultant and the College, in its self-study report, both felt the need to organize an Advisory Council to the College, made up of persons from throughout the University.

f. There is a need for closer relationships and better coordination between instruction conducted in Dance by the Division of Health and Physical Education and the instructional program of the Division of Fine Arts of the College of Arts and Sciences. See pp. 518 and 524.

g. See pp. 487 and 488 (Recommendation VI) above concerning the participation of staff members of the Division of Health and Physical Education in the intramural athletic program.

RECOMMENDATIONS

LVII. That the College of Education be reorganized to simplify its administrative structure.

A. This reorganization should be made on the basis of a careful and intensive study by the dean and faculty of the College.

B. The aim should be simplification of administrative structure by the grouping of closely-allied activities into administrative subdivisions.

C. There should be a much clearer definition of the duties and responsibilities of the various subdivisions of the College and the administrative relationships of each of these to the other and to the Dean.

D. An informal divisional or program structure, rather than departmentalization is strongly recommended.

E. Standing committees should continue to play an active role in the administration of the College.

LVIII. That the position of Assistant to the Dean be established to relieve the Dean of some of the burden of administrative routine. (This recommendation

was implemented during the final drafting of this report.)

LIX. That serious consideration be given to the feasibility of establishing an Advisory Council for the College, composed of persons from throughout the University. This Council might also serve to produce better liaison between the College and other units of the University.

LX. That the College of Education work with the College of Arts and Sciences to achieve closer relationships and better coordination between instruction conducted in Dance by the Division of Health and Physical Education with the instructional program of the Division of Fine Arts. (See Recommendation XLIX above.)

9. Organization and Administration of the College of Business Administration

FINDINGS

a. The Board of Regents authorized an autonomous Graduate School of Business Administration, to be established when funds become available. This school would be autonomous of the University's Graduate School and completely separated from the undergraduate College of Business Administration.

b. The consultant felt that the present organizational structure of the College was sound and that no useful purpose would be served by a departmental organization.

c. The consultant pointed out the need for more senior faculty members in a school of this size.

d. Staff turnover among young faculty members had been rather high. There were some indications that this turnover was not entirely due to salary levels at the University. It appeared, too, that this turnover had lowered the morale of at least some of the faculty members remaining.

e. There seemed to be extensive participation by faculty members in

policy formulation and administration of the College.

f. The College conducted a considerable portion of its instruction through large classes. It was in part due to this fact that the College had the lowest unit instructional costs in the University.

g. The relationships of the College of Business Administration and the College of Arts and Sciences in conducting instruction in Economics are discussed in Section 4, pp. 91-92, 98.

RECOMMENDATIONS

LXI. That the University request the Board of Regents to rescind its action in establishing an autonomous Graduate School of Business Administration.

A. The graduate and undergraduate programs in Business Administration should be complementary; each can strengthen the other. A separate graduate unit under separate administration would make such complementation very difficult.

B. Graduate work in Business Administration should be administered through a single university-wide Graduate School, as are all other graduate programs at the University.

LXII. That careful consideration be given to ways of reducing turnover among young faculty members in the College of Business Administration.

10. Organization and Administration of the School of Journalism

FINDINGS

a. There seemed to be very limited participation of faculty members in policy formulation and administration of the School. The consultant felt

that this limited participation posed particular dangers in the field of mass communications education, with its wide variety of specializations. He felt that no one person could command an expert knowledge of each of these specialties to the extent necessary to insure that each was adequately represented in formulating the policies governing the School's instructional and research program.

b. The School had a real shortage of senior faculty members. Younger faculty members lacked both formal training and significant professional experience. The consultant felt that the School should look toward the organization of a complete and permanent faculty as quickly as possible and that it should encourage junior faculty members to gain professional training and experience. He recommended securing additional senior faculty members so that each major sequence could be headed up by such a faculty member.

c. The consultant found a real need for more courses and faculty research in basic communicative processes.

d. The relationships of the School with cognate units of the University were commended by the consultant. He suggested a clarification of relationships in television instruction with the Department of Speech and Drama. He also suggested a survey of the demand for a program in agricultural journalism with the College of Agriculture.

e. The consultant commended the service program of the School saying that "the School probably is one of the leading units in the nation in terms of service." He urged, however, that care be exercised that the service program not impair the prime function of teaching. In its service program, the school appeared to be making very little use of the staff and facilities available to it in the Continuing Education Center.

RECOMMENDATIONS

LXIII. That steps be taken to secure much greater faculty participation in policy formulation and administration of the School.

LXIV. That additional permanent senior faculty members be appointed so that each major sequence can be headed by a senior faculty member.

LXV. That junior faculty members be encouraged to acquire professional experience and training.

LXVI. That the School give much more emphasis to instruction and research in the basic communicative processes.

LXVII. That the School explore with the College of Agriculture the needs and demands for a joint program in agricultural journalism.

LXVIII. That the School develop with the Department of Speech and Drama a clearer definition of functions and responsibilities in the area of television education and that joint counseling be instituted for students interested in television education to assure that they receive training appropriate to their interests and objectives.

LXIX. That the School of Journalism make greater use of the facilities and staff services of the Continuing Education Center in its service program.

11. Organization and Administration of the School of Home Economics

FINDINGS

a. The relationships of the School of Home Economics with the College of Agriculture in agricultural research and agricultural extension are noted in Charts 1 and 8 of this section (see especially the NOTE at the end of Chart 8) and on p.528, FINDINGS a. (3).

b. There seems to be considerable participation of faculty members in policy formulation and administration of the School of Home Economics.

c. The consultant felt that the undergraduate program of instruction was

too complicated and too fragmented. She recommended that the school be organized into four departments as follows: (1) Foods, Nutrition, and Institution Management; (2) Family Development; (3) Textiles and Clothing and Home Furnishings; and (4) Home Management and Improvement. She recommended that courses be listed under these departmental headings.

d. The consultant recommended a specialization area in Food Service Training in cooperation with the College of Business Administration and the Center for Continuing Education. She also proposed a major in Home Economics in the College of Arts and Sciences.

RECOMMENDATIONS

LXX. That the School work toward a more simplified organization of the instructional program. Departmentalization is not recommended for a school of this size, but an informal divisional organization should be maintained.

LXXI. That the School explore with the College of Business Administration and the Center for Continuing Education the needs for and feasibility of establishing a program in Food Service Training.

LXXII. That the School explore with the College of Arts and Sciences the desirability and feasibility of establishing a major in Home Economics in the College of Arts and Sciences.

12. Organization and Administration of the School of Veterinary Medicine

No consultant was brought to the campus for the School of Veterinary Medicine during the Study due to the fact that the School had recently been studied intensively by an accrediting committee. A number of the consultants in the basic sciences did spend time in the School, however, particularly those in biochemistry and bacteriology, and staff members of the School were involved in numerous conferences with visiting consultants. The School submitted a report in connection with the Study as did its Alumni Study Committee. Two

recommendations concerning the organization and administration of the School emerged from these activities.

The consultant in Bacteriology recommended changing the name of the Department of Hygiene in the School of Veterinary Medicine to the Department of Pathogenic Microbiology and Immunology. With the change of name, he recommended making the School of Veterinary Medicine responsible, on a University-wide basis, for providing all instruction and conducting research in pathogenic microbiology, immunology, public health, and hygiene. He recommended a reorganization of course offerings of the School so as to meet the needs of both veterinary and non-veterinary students in these fields.

The School, its Alumni Study Committee, and the College of Agriculture all strongly recommended the employment of one or more veterinarians as specialists in the Agricultural Extension Service. There were no veterinary specialists in the Agricultural Extension Service at the time of this Study. A prime function of these specialists would be the coordination of animal disease control programs throughout the state.

Subsection C

Organization and Administration of Staff Services

1. Personnel Management — Non-Professional Personnel

FINDINGS

a. There is no formal classification of non-professional positions.

(1) The University has become a large employer, with hundreds of non-professional employees.

(2) There are virtually no job descriptions or statements of required qualifications for these positions. There is no standardized pay plan to equate compensation with duties and responsibilities.

(3) There are some indications that in at least a few cases there is unequal pay for equal work and equal pay for unequal work — a typical situation where there is no classification system.

(4) The absence of classification contributes to the inadequacy of career opportunities for non-professional employees of the University. Transfer promotions within the institution seem to occur rather infrequently.

b. The University has not had a trained personnel officer to render staff services to operating heads in handling non-professional personnel. Such an officer was employed during the course of this Study as a result of a recommendation by the Study.

c. All personnel are classed as either professional or clerical (clerks, secretaries, technicians); no attempt has been made to define and give recognition to a class of positions which might be called "sub-professional".

(1) The rules of the Board of Regents on consanguinity and affinity have been interpreted to mean that all personnel employed must be either professional or clerical (secretaries, clerks, technicians).

(2) This forces the employment of persons as "secretaries" who perform duties considerably above the level of secretarial and technical services, with pay scales in accordance with secretarial positions.

(3) There is little question that this denies the University the services of some highly competent faculty wives and relatives who might be employed in these sub-professional positions if compensation and status were above the secretarial level.

d. Faculty and administrative officers have been given only limited assistance in the recruitment of personnel for non-professional positions. This assistance probably will be forthcoming from the newly employed Personnel Officer.

e. There is an almost total absence of tests of any sort for new employees.

f. Custodial employees receive exceedingly low compensation, work extremely long hours, get inadequate vacation time, and generally have rather poor conditions of employment.

g. There is no systematic program of recognition for years of service of non-professional employees.

RECOMMENDATIONS

LXXIII. That immediate action be taken to employ an outside professional agency, skilled in making classification surveys of university employees, to conduct a position classification survey of all non-professional positions in the University. It is further recommended that this classification system be installed immediately and that provisions be made for its administration and for keeping it up-to-date.

LXXIV. That the Personnel Officer in the Comptroller's Office render comprehensive personnel services to the operating heads of the various units of the University, including assistance in recruiting, administration of tests

for new employees through established University agencies, conduct of orientation programs for new employees, and the stimulation of transfer promotions within the University.

LXXV. That the rules on consanguinity and affinity not be applied to prohibit employment in sub-professional positions of relatives of persons occupying professional positions.

A. This category of sub-professional positions should be recognized and treated differently from secretarial (clerical, technical) positions.

B. The rules on consanguinity and affinity should continue to prevent the employment of one relative by another and supervision of one relative by another.

LXXVI. That every effort be made to improve the compensation, hours, and the general working conditions of custodial employees.

LXXVII. That recognition be made once each year of all non-professional personnel who have completed ten years of service or more in increments of five years, i. e., ten, fifteen, twenty, twenty-five, etc. There should be suitable ceremonies, letters of appreciation, or other kinds of appropriate recognition for these employees.

2. Purchasing

FINDINGS

a. The University is handicapped by requirements that all purchasing transactions must go through the State Purchasing Office in Atlanta. There is widespread evidence that this results in higher costs and burdensome delays.

b. The University furnishes inadequate purchasing staff services to the faculty and administrative officers.

(1) Much more could be done to consolidate small orders to reap the

benefits of mass buying.

(2) Faculty and administrative officers do not receive adequate technical assistance in writing detailed specifications.

(3) Many items purchased by the University are not carefully inspected or tested to determine whether they meet stated specifications.

(4) There is need for a better system of storage and issue of items in constant demand.

c. There is a lack of coordination in the use of expensive equipment which might be used by more than one department, division, school, or college.

(The preliminary draft of this report recommended employment of a highly qualified Purchasing Officer. This recommendation was implemented prior to the final drafting of this section of the report.)

RECOMMENDATIONS

LXXVIII. That the Board of Regents attempt to secure a greater decentralization of purchasing responsibility to the University. This decentralization would not result in loss of control by the State Purchasing Office, since that Office would make a post-audit of all the purchasing operations.

LXXIX. That the University provide considerably more purchasing staff service to faculty members and administrative officers.

LXXX. That measures be instituted to encourage and better coordinate the use of expensive equipment by two or more departments, divisions, schools, or colleges.

3. Secretarial and Clerical Assistance

FINDINGS

There is widespread evidence that faculty members spend a great deal of time in routine clerical or secretarial duties, preventing them from concentrating full efforts on teaching and research.

a. The difficulty of allocating adequate secretarial assistance to departments is fully recognized, particularly when there has been no careful job analysis to determine the actual work-loads of secretaries in the departments.

b. It is recognized that fractioning of secretarial assistance to departments is hardly feasible.

c. There is no central secretarial pool available for faculty members of the University who are unable to secure needed secretarial or clerical services in their departments, divisions, schools, or colleges. The establishment of such a pool has received careful consideration by an administrative committee. It was the finding of this committee that the size and topography of the campus made it impractical to establish a central secretarial pool. This committee believed that the distance which most faculty members would have to travel and the hills that they would have to climb would result in very little use of the pool.

RECOMMENDATION

LXXXI. That careful consideration be given to establishing on an experimental basis one or more secretarial pools to provide more adequate secretarial and clerical services for faculty and staff members where these services cannot be provided by secretarial personnel assigned to the department, division, school, or college.

A. These pools should be established on a temporary basis, designed to test their feasibility.

B. The presumption that distance and topography would prevent their successful operation may not, in fact, be correct.

4. Procedures Manual

FINDINGS

New employees find it difficult to learn the routine administrative procedures of the University because of the lack of an administrative procedures manual.

a. Procedures are now inadequately set forth in intermittent memoranda and directives, each dealing with specific procedures.

b. Too much time and effort of administrative officers are wasted in verbally instructing new employees on these procedures.

RECOMMENDATION

LXXII. That the Comptroller compile immediately a comprehensive and detailed administrative procedures manual and that steps be taken to keep this manual current.